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TITLE OF THESIS/*TITRE DE LA THÈSE* TEACHER EXPECTATIONS OF BEGINNING GRADE ONE PUPILS' PERFORMANCE ON SELECTED LANGUAGE-RELATED SKILL TASKS

UNIVERSITY/*UNIVERSITÉ* THE UNIVERSITY OF ALBERTA

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1978

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* DR. M. HOROWITZ

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TEACHER EXPECTATIONS OF BEGINNING GRADE ONE PUPILS' PERFORMANCE ON SELECTED LANGUAGE-RELATED SKILL TASKS

by

© LAEKA PIYA-AJARIYA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

FALL, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

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ABSTRACT

This study was designed with three purposes as follows: (1) to explore the expectations of kindergarten and grade one teachers in relation to the language performance of beginning grade one pupils; (2) to determine discrepancies between these expectations and the actual performance of the children; and (3) to assess differences between the expectations of kindergarten teachers and those of grade one teachers.

Twenty-eight beginning grade one pupils, thirteen kindergarten teachers, and twenty-three grade one teachers from fifteen elementary inner-city schools of both the Edmonton Public and Catholic School Systems participated in this investigation.

The Teacher Expectations Survey Instrument was developed to collect data on both teacher expectations and the children's actual language performance. This instrument consisted of twenty-four selected language-related skill tasks involving listening, speaking, reading, and writing. The teachers were asked to indicate their estimates of the percentage of the beginning grade one inner-city children who were expected to complete successfully each of these tasks, based on the two criterion measures designated as "could" and "should." The "could" criterion reflected expectations based on the teachers' view of the children's capability of performing successfully a certain task. The "should" criterion mirrored expectations based on the teachers' conviction of the desirability of the children's successfully completing that particular task. The appraisal of the actual performance of the pupils on all of the tasks was made after the teachers had completed the questionnaire.

To determine the nature of and the differences between the expectations of the two teacher groups the correlation coefficients were computed by DESTØ 5 and the comparative results by MULV 15. Furthermore, to assess the discrepancies between the expectations of the teachers and the actual language performance of the children, confidence intervals were established relative to the teacher expectations and the actual pupil performance. The comparisons of these two intervals classified the teachers' expectations as underestimated, closely estimated, or overestimated.

The results of the study show a wide range of teacher expectations. High correlations were found between the "could" and the "should" responses for most tasks by both kindergarten and grade one teachers. There were some similarities and some differences between the two teacher groups regarding the way their expectations of the performance of the children on the various tasks correlated with each other on the "could" criterion. The same was true with regard to the "should" criterion. The responding teachers made more reasonable estimates by basing the expectations on the "could" criterion than they did by basing the expectations on the "should" criterion. No statistically significant differences were found between the two teacher groups' expectations for the speaking, reading, and writing tasks. This was true when comparisons were made both with regard to individual tasks and with regard to combined tasks according to categories of speaking, reading, and writing. Also, there were no statistically significant differences between the two teacher groups' expectations on the individual listening tasks. However, there was a significant difference between the expectations for the combined listening tasks, but only on the "should" criterion.

ACKNOWLEDGEMENTS

Deepest gratitude and appreciation are expressed to Vice-President (Academic) M. Horowitz and Dr. M. A. Affleck for their warm understanding, encouragement, valuable advice, constant support and assistance, and devotion of time.

Sincere thanks are extended to Dr. P. McFetridge, Dr. J. Bishop, and Dr. I. McIntire for their time, interest, and constructive criticism.

The writer is grateful to Dr. S. Hunka who advised and assisted in the analysis of the data.

Appreciation is also expressed to all the teachers and pupils who participated in the investigation and to everybody who assisted in the completion of this thesis.

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CHAPTER I

INTRODUCTION

This study has as its major concern the analysis of teacher expectations in relation to the language performance of young children. It includes also the exploration of discrepancies between the expectations of teachers at the kindergarten and grade one levels and between these expectations and the actual language performance of beginning grade one children.

Need

A review of the related literature in the area of teacher expectations reveals a number of studies investigating the factors which impinge upon the teacher's competency in formulating expectations for students. These studies have also dealt with the ways in which teacher expectations become self-fulfilling and either inhibit or facilitate learning through the effect they have on students' learning outcomes (Elashoff and Snow, 1971; Brophy and Good, 1974).

Indeed, there is no dearth of studies on the expectations that teachers hold for the performance of children (Bronfenbrenner, 1976). Bronfenbrenner (1976) maintains that the analysis of teacher expectations requires an assessment of how teachers perceive the performance of children.

According to Thomas and Bowermaster (1974), one kind of discontinuity between the preschool and the elementary school relates

to the different expectations held for beginning grade one children by kindergarten and grade one teachers. The similarity of expectations held for the young child by teachers at different grade levels may or may not be important. Its importance depends on the impact of the expectations upon the child and also on the content of the expectations. There is little research on the content of expectations. Also, the problems involved in transferring from preschool to elementary school receive surprisingly little mention in the literature of early childhood education (Tizard, 1975).

Success in school often depends on the ability of the learner to understand and use language. Because of the nature of a child's development the continuity of the development, enrichment, and refinement of a child's language from preschool through elementary school and beyond is inevitable. Moreover, to some extent, language is maturational. The teacher is cautioned, therefore, to set realistic goals and expectations which match the child's gradual acquisition and development of language (Tough, 1976). Schmuck and Schmuck (1975) state that, if teachers are to be instrumental in helping each student perform optimally, one of the essential understandings they must have is related to their own expectations for students. Teachers, therefore, should periodically assess themselves or be assessed by others to see how they perceive the pupils' performance and how valid their expectations are in relation to the child's actual language performance.

Focus

In May 1976, the Pupil Personnel Department of the Edmonton Catholic School System completed a survey of kindergarten and grade one teachers' perceptions of psycho-social factors influencing their pupils' achievement (Barrett, Campbell, and Ritcey, 1976). Findings revealed greater discrepancies existing in the inner-city school area between these two teacher groups' perceptions of the readiness of children for grade one. As a consequence of the discussion with the Director of this Department, the inner-city school district was identified as an area where further investigation might be made of perceptions and expectations of the performance of children. The present study, therefore, was planned as a follow up to the one conducted by the Catholic School System. However, this investigation also incorporates the other large city school system in order to secure more and broader data from a larger number of teachers working in the same city area and at the same grade levels.

Purpose

This study is designed to achieve the following:

1. To explore the expectations of kindergarten and grade one teachers, working in the Edmonton inner-city schools, of the beginning first graders' performance on selected language-related skill tasks.

2. To assess if differences exist between these teachers' expectations and the actual language performance of beginning grade one inner-city children.

3. To investigate whether there are discrepancies between the

expectations of kindergarten and grade one teachers in relation to the language performance of the beginning first grade inner-city pupils.

Research Questions

To achieve the above purposes this study proposes to address the following seven questions:

1. What is the nature of the kindergarten and grade one teachers' expectations for the beginning grade one inner-city children's performance on the selected language-related skill tasks?

2. What are the levels of actual performance on the selected language-related skill tasks of the group of pupils who are beginning grade one in the inner-city schools?

3. What levels of expectation do the inner-city kindergarten teachers hold for the performance on selected language-related skill tasks of these beginning first grade inner-city pupils?

4. What levels of expectation do the inner-city grade one teachers hold for the performance on selected language-related skill tasks of these beginning grade one inner-city children?

5. To what extent do differences exist between the expectations of inner-city kindergarten teachers and the actual performance of the beginning grade one inner-city pupils on the selected language-related skill tasks? If differences exist, then what is the nature of these differences?

6. To what extent do differences exist between the expectations of inner-city grade one teachers and the actual performance of

the beginning grade one inner-city pupils on the selected language-related skill tasks? If differences exist, then what is the nature of these differences?

7. To what extent do differences exist between inner-city kindergarten teachers' expectation levels for the beginning first grade inner-city pupils' performance on selected language-related skill tasks and those expectation levels held by inner-city grade one teachers? If differences exist, then what is the nature of these differences?

Assumptions

A number of assumptions, drawn from the related literature to be reviewed in Chapter II, underlie this study.

1. Teachers form expectations for pupil performance in relation to the entire group of students.

2. Expectations held by a teacher for group performance are influenced by a number of factors which include the characteristics of the class as a whole such as earlier preparation for schooling, the school setting, the curriculum plan, the material used, and the socioeconomic level of the neighborhood. It could also depend on the teacher's perception of the particular student group in the light of her beliefs about the nature of childhood and about the way she thinks children ought to behave under given circumstances.

3. Teachers can have general expectations for the performance of a group without making moral judgments about the individuals in the group.

4. While respecting the different values and knowledge of inner-city children, teachers generally place considerable stress upon the basic skills required for students' success in integrating into the main stream of the community.

5. Children's needs differ largely because the cultural environmental influences differ; their basic educational needs, however, are much the same.

Definitions

Four terms used throughout the study are defined as follows:

Expectation. An expectation is a construct of a collection of explicit and inexplicit attitudes and feelings of anticipation held by a person, which concern a qualitative judgment about some person's or group's performance (Kluckhohn, 1951).

Actual language performance. Actual language performance refers to a child's making use of his linguistic knowledge in some particular way (Criper and Davies, 1977). The testing of a pupil's actual language performance in this investigation, therefore, refers to the appraisal of what a child is doing with language in a particular situation without making a judgment of the child's competence.

Inner-city. Inner-city is identified as the school attendance area of a city where the majority of the residents are experiencing a disadvantaged status due to conditions of housing and its location, income of the residents, or health conditions (Passow, et al., 1967).

Disadvantaged status. The state of being placed in an unfavorable position educationally, culturally, or socioeconomically

is referred to as a disadvantaged status. Educational disadvantage usually implies effects on unsatisfactory school performance, unacceptable school attendance rates and above normal drop-out rates (Passow, et al., 1967).

Limitations

The results of this study should be interpreted in the light of the following research limitations:

1. A small population, arbitrarily assigned and confined to one area of the city, may limit the validity and generalizability of the study. Therefore, generalizations to a larger teacher population must be made with caution.

2. Individuals vary in the degree of clarity with which they view others and the expectations they hold for them. The differences in clarity between the different teachers' expectations toward children's performance may produce various degrees of reliability among the teachers' responses.

3. Individual teachers may also vary in the degree of cooperation given to their involvement in the research. This may additionally produce various degrees of reliability among the teachers' responses.

4. The data generated about pupils' actual performance apply only to certain language tasks. Generalizations about children's language skills on other tasks are not warranted from this study. Also these data do not yield any cause and effect interpretations for the language pupils expressed.

5. The data generated about teacher expectations apply only to the pupil performance on certain language tasks and generalizations about teacher expectations for pupil performance on other language tasks are not warranted. Furthermore, no causal relationship between teacher expectations and later achievement can be drawn from these data.

Significance

One of the outcomes of this study should be to provide the teacher with a means of comparing her own expectations to the performance of the children. In this way teachers may be helped to move beyond the use of mere value judgment in predicting pupil performance. Consequently, they would be able to estimate more accurately the child's academic potential.

Hopefully, the findings of the study will reflect the degree and scope of agreement between kindergarten and first grade teachers in relation to their expectation for their pupil's language performance. It will also identify the language skills teachers generally tend to think more important and the differences in expectations within each of the two groups of teachers. The study will examine the ability of the teachers at both levels to estimate accurately the certain aspects of the language potential of children in their classes and the extent of similarity and difference between teacher expectations. Educators in preschool education may find these outcomes helpful in developing curriculum and in planning programs for early education and in the preparation of early childhood teachers.

What this study may find out about differences among teachers in terms of the way they perceive children, their stereotypes about them, and their academic expectations will be important not only in research, but also in teacher selection, recruitment, and job assignment, particularly with regard to teachers of kindergarten and first grade children. Educational administrators, also, should have use for the findings of the study.

Hopefully, the student teacher and the beginning teacher may be helped to form more realistic expectations for children as a result of this study.

Overview

This chapter introduces the problem, the major purposes and the focus of the study. The research questions guiding the results, the definitions of key terms, and the assumptions and limitations providing the basis and scope of the investigation are covered. Included as well are implications of the significance of the study for educators.

In Chapter II, the literature pertaining to teacher expectations and the inner-city child will be reviewed, with major emphasis on its implication for the conceptual framework of the study.

Chapter III will describe the research design and methodology. Discussion will focus on instrumentation, the pilot study, the selection and description of the sample, and finally the data collection and analysis procedures.

An analysis of the data will be presented in Chapter IV. This

chapter will include the descriptive and correlational results of the study.

The fifth and final chapter will summarize the results of the investigation. It will also include conclusions related to implications for language teaching and teacher education and recommendations for further research.

CHAPTER II

RELATED LITERATURE

It is the purpose of this chapter to examine the literature related to teacher expectation and language in connection with the inner-city children, the inner-city school teacher, and the continuity of teacher expectation. The conceptual framework for this study will be derived from this review. The assumptions on which this investigation is based, and which were presented in Chapter I, were also drawn from this review.

Teacher Expectations and the Inner-city Children

Determinants of Expectations

Since Rosenthal and Jacobson reported their Pygmalion experiment (1968), numerous researchers have attempted to assess teachers' expectations for the performance of the so-called disadvantaged children as they occur naturally or when they are experimentally induced. These research findings indicated that the primary effect of poverty, race, and family background of the disadvantaged children led the teacher to expect poorer performance from these children, and in turn these expectations of the teacher became a major determinant of the children's lowered learning abilities and poor motivation (Brophy and Good, 1974).

This Pygmalion view of student ethnicity and socioeconomic status as influential sources of teachers' expectations, however, has

been subject to debate.

Racial or social factors. The first point of argument is that only one, not both of the racial and social class factors are involved in the formation of teacher expectations. While some researchers (Mangold, 1974; Williams, Whitehead, and Miller, 1972) give support to race, as the main factor, there are others (Mazer, 1971; Rist, 1970; Davidson and Lang, 1960) who claim that social status is more influential.

Mangold (1974) employed self-report and observational measures in assessing elementary teachers' racially-determined expectations for the frequency and quality of black and white inner-city students' participation in classroom activities. This research revealed contradicting results since the relationships of only some of the measures and the teachers' expectations proved to be significant.

In the effort to correlate teachers' dialect attitudes with their expectations of pupils' performance in particular subject areas, Williams and others (1972) discovered that teachers' stereotyped evaluations of children appeared to be related to their ratings of language samples only in the case of the "ethnicity-nonstandardness" dimension. The more closely an academic subject-matter area related to language arts, the better was the prediction of teachers' expectations of children's performance, based on measures of language attitudes.

Mazer (1971), however, found teacher stereotyping more closely related to social class than to racial differences. In his study, Mazer asked the teachen to rate the performance of four hypothetical students in relation to the given school-related attributes. The

descriptions of these students were identical except for the social status and race designations. Data analysis revealed that social class designation appeared to have a more significant effect on teacher expectations.

Rist (1970) conducted a longitudinal investigation designed to reveal problems of teacher expectations in inner-city education from a sociological viewpoint. His anecdotal and observational data manifested that teachers unconsciously used subjective judgments based on the pupil socioeconomic background in determining students' success. This influence of teacher attitudes on student achievement began in kindergarten and was transmitted to primary teachers who reinforce it until the child was committed to failure.

Davidson and Lang (1960) conducted a study which provided more support to those discussed above. Because they were also interested in how effective teachers were in transmitting differential expectancy clues, these investigators asked students of varied social-class groups to indicate how they perceived their teachers' feeling toward them. Results suggested that the higher the social class of students, the more favorable was their perception of the teacher's feeling toward them, thus supporting the researchers' contention that students can perceive the differential social-class determined expectations of teachers.

Racial, social class, or other factors. The second contestable point is whether either the racial or social class factors can significantly influence teacher expectations. A number of studies were also conducted, with the main purpose of providing evidence of

influential factors other than these two.

Roeber (1970) considered five types of information influencing the expectations of teachers for student ability and achievement. However, he found that the primary effects appeared to be determined by test scores, records of achievement, and comments of former teachers. Roeber's teachers were not at all influenced by the race and social status of their students.

Supportive data were also given by Deitz and Purkey (1969) who found no expectancy effects based on student race, and by O'Connell, Dusek and Wheeler (1974) who detected no expectancy effects based on student social class. Moreover, O'Connell and others (1974) reported that teachers form expectations mainly based on students' academic performance.

Murphy (1974) did a study with British elementary teachers which produced similar outcomes to those of O'Connell and others. Murphy's data further emphasized that teachers were able to modify their expectations as a result of their student performance and that they did this consistently.

Using expectation questionnaires and pupils' achievement tests, Finn and others (1975) suggested that teachers formed general or group expectations for children's performance which seemed to be related to a particular school and setting. The results of this research also indicated that the extent of teaching experiences and the ethnic differences of students created no effect on teachers' attitudes. The situational dependency of teacher expectations was also observed in another study of Finn's (1972). In this study, the

middle-class suburban teachers were found to have higher expectations for student performance than did their colleagues in lower-class urban schools. Finn attributed this difference to the superior resources for assisting underachievers in the suburban schools when compared with those of the urban schools.

Pidgeon (1970) added support to these findings of the situational dependency of teacher expectations by presenting evidence of the relationship between teacher expectations and the level of tasks teachers set for their children. The differences in achievement were ascribed to differential expectations reflected in the curriculum.

Expectancy Effects

Taken together, the research findings examined above suggested that no matter what factor is a major determinant of teacher expectations, a high correlation between teachers' behavior and differential expectation of students' acadmic performance really does exist. Furthermore differentiated teacher expectations were revealed not to be in favor of pupils from ethnically different and lower socioeconomic groups. Additional data demonstrating this differential expectation of teachers and its effect will be provided in this section.

Brophy and Good (1970) found teacher expectations affected their behavior toward disadvantaged children. Some of the different practices were illustrated through less encouragement and fewer opportunities to participate in classroom verbal instructions, through questioning techniques requiring responses involving lower level cognitive skills, through less use and acceptance of such students' ideas, and through less of a provision of feedback. The Brophy and

Good study, supported by Davidson and Lang's (1960), also indicated that the amount and quality of pupil-teacher interaction offered crucial insights into teacher expectations that even the students themselves could perceive. One can safely assume, therefore, that being more frequently exposed to these teacher reactions does not aid the disadvantaged child in his efforts to feel worthwhile and capable in the classroom.

Although there is little reason to believe that all expectancy cues are equally potent for all students, the vulnerability of some children should sober even the most insensitive teacher. Jones (1972) found that, by simply labelling a child as culturally deprived, teachers negatively stereotyped the characteristics and attitudes of the children so labelled. In consequence, children who accepted such terms as self-descriptive appeared to form lowered attitudes toward school and behaved in ways confirming those expectations. Undoubtedly, negative teacher expectations, as stressed by Jones, can bring about negative concepts towards the school and themselves on the part of the children.

Baker and Crist (1971) reviewed the studies investigating teacher expectation effects and concluded that teacher expectation may affect pupil achievement but not the intelligence quotient. Having conducted an investigation specifically to discover the extent of influence of teacher expectations upon the intellectual abilities and school achievement of disadvantaged children, Keshock (1970) suggested supportive data to Baker and Crist's contention. Keshock observed that, in comparison with the control group, the experimental group with

inflated intelligence quotients showed higher and significant gains but only with regard to their motivation to learn. Therefore, raised teacher expectations do improve the disadvantaged child's motivational development but not his intelligence.

Brophy and Good (1974) conducted an extensive review of recent research involving the self-fulfilling-prophecy effects of teachers' naturalistically formed expectations. The examination of this review indicated that the existence of these effects is quite real, but not universal, among the teachers and the students. Moreover, if a strong teacher expectation exists naturally, in all probability, meaningful effects on teacher's and pupil's behaviors are observable and measurable.

West and Anderson (1976) recently examined critically the cause and effect interpretations of some research studies pertinent to investigation of teacher expectations. They came up with a reinterpretation suggesting no causal relationship between teacher expectation and later achievement, but, rather, a correlation between teacher judgment of achievement and later achievement of the student.

Implications for this Study

The foregoing discussion reveals that while the research studies involving teacher expectations and their effects on the disadvantaged children are too few for the findings to be conclusive, they are indeed suggestive. They imply that teachers perceive students and relate to them in terms of their expectations and their resultant interaction with the students. However, teachers may not have clear-cut expectations for a student. Indeed, the expectations may change from

time to time. The ability and general characteristics of the children certainly have a part in determining teaching performance and interaction. Teacher attitudes and behavior, in turn, play a significant role in the students' academic performance and evaluation of self. Some of the research studies have found that teacher expectations can have a negative effect on pupils' achievement. On the other hand, however, teacher expectations can produce positive social and academic behavior. Teacher expectations can be useful in making judgments and predictions about children's performance and achievement. Since teachers also naturally form expectations in relation to the social and academic situation in a particular school and classroom setting, their expectations can be crucial in working with the inner-city students. These expectations can establish a background for examining the interaction between school and classroom situational factors and a student's motivation to learn. Therefore, the expectations of teachers must be assessed constantly since they are helpful only to the extent that they are accurate and appropriate. This study was designed, then, to fulfil just such a concern.

Teachers of Inner-City Children

Teacher and the Group Norm

A teacher's previous experiences with children appear to contribute to the development of an expectation model for learning which the teacher then applies to a new group of pupils. The teacher may expect an individual child to behave according to the group norm that she has established (Johnson, 1970; Finn, 1972). Behavioral norms

describe the characteristics, abilities, and response patterns which are typical of children at a given age and which are presumed to be a function of learning and development in the natural environment (Henderson and Bergan, 1976). The normative studies have provided age-typical and highly generalized descriptions of behavior for the teacher's development of realistic expectations for children. However, in practice, teachers have always been found to overgeneralize and to misuse the normative data as static standards for accomplishment of all children of a given age (Evans, 1972). The teacher whose expectations are normative will make an effort to see that the child conforms to the behavioral patterns she thinks the child should follow. This concern of the teacher is particularly critical in classrooms for the inner-city children because of the higher possibilities of conflict between students' and teachers' cultural codes, sensibilities, and expectations (Davis, 1975).

Hargreaves (1975) suggests that teacher expectations can also be probabilistic. This means that in using a conception of typical behavior for a given age group as a criterion on which a teacher bases her responses to the inner-city child, the teacher forms expectations without making moral judgments of the student's performance.

Teacher and the Inner-City School

Coleman (1966) indicated that achievement, especially in the schools where there are more pupils of minority groups and of lower socioeconomic status, is mostly influenced by the pupils' aspirations and the teachers' ability to engineer learning tasks to increase and complement student motivation to learn. Similar evidence was reported

by Brookover, Gigliotti, Henderson, and Schneider (1973). These investigators, taking into account the socioeconomic status and the racial composition of schools, demonstrated that schools can differ significantly from one another in student achievement, even when school populations are carefully matched. Brookover and others attributed the causal factor of differences between successful and unsuccessful schools to teacher attitudes and expectations reflected in the teachers' reported willingness to push pupils to achieve. Keshock's study (1970), discussed earlier, also claimed that increased teacher expectations are crucial in working with the inner-city school students since this change in attitude improved the motivational development of these children.

Literature relating to inner-city education documented the fact that the basic problem of urban schools started when the middle class teachers unwillingly accepted the assignments to inner-city schools (Clark, 1963). Herriott and St. John (1966), comparing teachers' reported desirability for horizontal mobility, found that while forty-two percent of all the teachers in lower socioeconomic schools desired a move to a better neighbourhood only eighteen percent of those in higher socioeconomic schools desired such a move. Hoxter's research (1974) revealed that, in general, prospective teachers do not have strong preferences about teaching in schools where the majority of the pupils are different from the teacher in socioeconomic, cultural, and ethnic background. According to Hoxter's finding, student teachers seem to form negative preconditioned mind-sets toward ethnically and socioeconomically different children before beginning their teaching

careers.

Numerous studies have tried to analyse the causes of low level performance of pupils in inner-city schools and to ascertain the desirability of some teachers to move from this type of school. A number of these studies confirm that not only teacher attitudes but also teaching conditions in the inner-city school thrust many teachers into situations of stress which in turn may affect both pupil achievement and the retention of teachers. Some of the conditions indicated as contributing to these two problems were as follows: (1) work situations such as lower quality and quantity of available resources and facilities, large and overcrowded classrooms, heavy work load or subject misassignments (Patton, 1957; Conville and Anderson, 1956), (2) lack of recognition and support for teachers by all concerned (Haubrich, 1963), (3) teachers' dissatisfaction with the existing educational program and curriculum (Barrett, Campbell, and Ritcey, 1976), and (4) the teachers' inability to understand and cope with the problems of language, social norms, discipline, and achievement levels below their expectations (Haubrich, 1963).

However, teachers differ significantly from one another in their attitudes, abilities, and their impact on a pupil's affective and cognitive learning (Good, Biddle, and Brophy, 1975). Consequently, evidence was shown that there were also many teachers who were definitely satisfied with their teaching of underprivileged pupils in the inner-city school (Wayson, 1966). Moreover, it was observed that an increasing number of teachers were planning to carry out their teaching careers in inner-city schools (Channon, 1972).

Implications for this Study

Education of children in the inner-city school depends mainly upon the positive attitudes of the teachers who form general expectations for the pupils' performance without making moral judgments about the individual children.

While it is true that some teachers were unwilling to accept assignments in inner-city schools or showed dissatisfaction with their work in these schools, it is not true that all of them did so.

All children need good teachers but the inner-city pupils desperately need the better qualified teachers to compensate for many inadequacies in the educational opportunities offered by their environmental, familial, or social backgrounds. It seems reasonable, therefore, to ask if a teacher working in an inner-city school is aware of the expectations she holds for her students. One purpose of this study was to examine such a question.

Continuity of Teacher Expectations

Studies and projects have been conducted to explore the continuity between the preschool and elementary school. The continuity in education is defined as the degree to which transitions between periods of different expectations are made smooth (Thomas and Bowermaster, 1974, p. 19). This definition of continuity in education is considered as a possible explanation of the significance of changes to later learning induced by intervention programs. Miller and Dyer (1975) provided comparable data across various intervention projects. A clearcut relationship between later student achievement and

participation in an early intervention project was noted through the comparison of different program combinations. Various patterns of early and later programs revealed different effects on both cognitive and non-cognitive measures. Miller and Dyer (1975) concluded that the intervention produced positive effects with greater continuity in instructional approach.

The National Swedish Board of Education has also been concerned with the continuity of instruction and has sponsored an experimental research project involving both the preschool and the primary grade level (Gran, 1974). In order to discover a desirable framework of collaboration between these levels, various activities involving both the preschool and the primary school groups were studied. Of major concern were the developmental changes and influences in both the teacher and the pupil. Although the research has not been completed, the tentative findings suggest that positive effects have come about as a result of the project's early assistance in making smooth the transition from preschool to primary school.

During 1975-1976, a study was undertaken by the Edmonton Catholic School System to explore kindergarten and grade one teachers' perceptions of psycho-social factors thought to be prohibitive to academic achievement (Barrett, Campbell, and Ritcey, 1976). All of the elementary schools under this system were divided into groups according to geographical areas. By means of a questionnaire, the pertinent data were collected and analysed for comparisons between teacher groups within areas and across areas. In the inner-city area, findings indicated greater discrepancies between the kindergarten

and grade one teachers' perceptions of children's readiness for grade one. The two teacher groups recognized these existing discrepancies and attributed the causal factors to a confusion of roles and expectations between them and to the lack of continuation from the kindergarten programs to the grade one curriculum.

Implications for this Study

Although the three studies referred to do not deal directly with the continuity of teacher expectations, their conclusions suggest that continuity of teacher expectations may be important for the child's transition from preschool to elementary school. In their study Miller and Dyer (1975) emphasize the continuity of instructional approach which they consider to be inseparable from the continuity of teacher expectations. Each instructional approach described had an expectation set embedded within it. When Gran (1974) discusses changes in school organization or physical school environment, he is implicitly suggesting methods for increasing the continuity of teacher expectations from one grade level to another. The continuity of teacher expectations is influenced by such factors as the exchange of classes and of teaching levels, the visits of teacher and pupil to another class level, the participation of both preschool and elementary school pupils and teachers in the same projects and activities, and the discussion between preschool and primary school teachers. However, as suggested by Rist (1970), teacher expectations for students can be a cumulative process in that expectations first held by the kindergarten teacher continued to be accepted by the first and second grade teachers. On the contrary, discrepancies between the expectations of

different teacher groups may also have occurred, as indicated by the Barrett and others' study (1976). Therefore, it is essential that the nature and the content of teacher expectations be examined and validated to see whether the expectations are realistic in relation to the child's capabilities. As stated earlier, one of the outcomes of this study is to provide teachers with a means of comparing their own expectations to the performance of the children.

Language and the Inner-City Children

Many studies of the early 1960's, that focused on young children's behavior in economically depressed areas, frequently cited as those most important in terms of school readiness such deficits as inferior perceptual function, incorrect or poor speech development and lack of experience (Deutsch, 1965; Dreger and Miller, 1960; Strodtbeck, 1964). The empirical data suggested the causal factors of these deficits to be as follows: (1) a general cognitive and linguistical defect produced genetically or environmentally, (2) a negative ethnic-or class-related attitude toward school and academic achievement, and (3) the interference of home dialects (Jensen, 1969; Bereiter and Engleman, 1966; Rundquist and Sletto, 1967; Williams, 1970).

As discussed in the first section of this chapter, these three factors were considered by many researchers as the most likely determinants of teacher's lower expectations for the inner-city children. Evidently, working class children, who either speak English as a second language or speak an English dialect whose structures and

phonemic patterns are different from the standard dialect, tended to be perceived by teachers as suffering from an impoverishment in the structure of their language and were therefore academically underachieving because of it (Deutsch, 1965).

As indicated in the second section of this chapter, the teacher is regarded as the most important variable in the education of culturally disadvantaged children since instructional success depends mainly upon the aspirations and attitudes she brings to the classroom. There seems to be agreement on this contention between studies involving teacher expectation and research in language. In recent years, whereas a number of researchers on teacher expectation have tried to indicate the negative effects of teacher expectation on the disadvantaged child, many of the language researchers have attempted to suggest that the causal relationship between the three hypothesized factors and the disadvantaged child's language development may not be as strong as earlier studies indicated.

An investigation by Downing, Ollila and Oliver (1977) was designed to determine whether socioeconomic background is a factor in the development of children's concepts of language. Data from the initial testing supported the view that children's development of language concepts is related to their experiences of language skills and usage at home. From this result, the high socioeconomic kindergarten children were shown to be superior to their peers of the middle and low socioeconomic groups. However, data from the retesting after half a year of kindergarten experience revealed that this superiority disappeared on all but one test. The researchers underlined

that teachers and learning experience could stimulate children's conceptual development of language and that reading disabilities of the middle or lower class pupils may be the result of their cognitive confusion.

In Dewart's study (1972), forty-four children aged from 5.3 to 6.6 years from two social class groups were asked to manipulate objects to correspond with sentences spoken by the experimenter. In responding to this task, middle class children made fewer errors than working class children. The authors suggested that there might be social class differences in the rate at which children acquire a mastery of the syntactic rule system of the language.

Quisenberry (1974) compared the disadvantaged children's oral language with that of advantaged children. He observed that there was diversity in vocabulary usage in the disadvantaged group as in the advantaged group, but the children in the latter group talked more and their language was syntactically more mature. Since both groups experienced difficulty with some structures, these difficulties were considered to be associated with four-year-olds generally.

Ramsey (1972), when investigating the influence of the dialect spoken by young children on their listening comprehension, found that the disadvantaged black children were able to comprehend standard as well as nonstandard English.

As for the linguistic abilities to learn to decode words and comprehend written communication, Levy (1973) observed that the inner-city children in his sample were not at all deficient in these abilities. Findings revealed that insofar as oral language knowledge

is related to learning to read, these children possessed adequate abilities to decode and comprehend written words.

Stodolsky and Lesser (1967) conducted a well controlled cross-ethnic-group comparison of mental abilities to determine whether characteristic patterns of abilities exist for ethnic groups. After administering four cognitive tests of verbal, reasoning, number, and spatial conceptualization to four New York city ethnic groups consisting of Chinese, Jewish, Negro, and Puerto Rican first graders at two socioeconomic levels, they found a characteristic pattern of abilities prevalent within each ethnic group. The absolute level, not the pattern, was a function of socioeconomic status. The major strength of this study was its revelation that the verbal abilities of ethnically different children were far from being a handicap. This finding supports Labov's contention (1970) that cultural differences provide no indication of cultural and cognitive deficiencies in the so-called disadvantaged child.

Implications for this Study

Results of the studies examined above are by no means exhaustive, but they provide convincing evidence that the inner-city children are articulate and verbal, that they possess basic linguistic concepts and that they are not mentally inferior. This indication about the inner-city children was used as a conceptual base for the appraisal of the beginning grade one inner-city pupils' actual language performance in this investigation.

Environment inadequacy because of low socioeconomic status seems implicit in slowing the inner-city children's acquisition of

the language skills needed within the context of the dominant culture. However, if a teacher sees these children as culturally different rather than disadvantaged, the teacher may form different expectations of the students' success and initiate different interaction in the classroom. Moreover, a realistic assessment of these youngsters as linguistically different, but not inferior, suggests different goals and procedures to balance the low level of stimulation the children may have at home. To prepare for a realistic assessment the teachers can form their own testing instrument, incorporating the various language-related skill tasks, in a manner similar to the way the Teacher Expectations Survey Instrument of this study does. In this way, the teachers may have not only an effective instrument for appraising the individual child's language performance but also a means of comparing their own expectations to the performance of their children.

Summary

This chapter reviewed literature pertinent to the present study. Research studies examined in the four sections focus on the same theme, namely that the teacher and what she believes and expects of the inner-city pupils is an influential factor in determining the child's success.

In the first section, research involving teacher expectations and their determinants and effects indicates that the primary conditions of poverty, race, and family background so strongly influence the teacher that she is led to expect poor performance from ethnically

different and poor children, and, finally, that this expectation of the teacher is a major determinant of the child's performance.

The higher teacher mobility in the inner-city, shown in the second section of the review, suggested that teachers working in this area need to be helped from becoming overwhelmed by the disadvantages faced in the inner-city schools. Some authors maintain that the pressure of group norms on teacher expectations will likely become lessened if the teacher is aware of the necessity of excluding moral judgments in her expectations.

In addition, literature reviewed in the third section illustrates the concern of educators and researchers for the continuity of teacher expectation and emphasizes the need to protect the teacher from creating role and expectation confusions with teachers of other levels.

Research findings in the last section, moreover, provide evidence leading the teacher to regard the inner-city child as different rather than deficient. Teacher expectations based on this view of differences may delay negative attitudes toward a child and may protect the teacher from becoming disheartened if initially a particular child confirms the unfavorable expectations.

The implications for this study, drawn from the related literature, were stated at the end of each section of the review. Chapter III describes the methods and procedures followed in the investigation.

CHAPTER III

RESEARCH PROCEDURES

This chapter contains descriptions of the research procedures for the development of the research instrument, the conduct of the pilot study, the selection of the population and sample, and the collection and analysis of the data.

Instrumentation

The instrument used for this study was entitled "Teacher Expectations Survey Instrument" (see Appendix A). Here the instrument is described in relation to the rationale underlying its construction.

Format

Development. The Teacher Expectations Survey Instrument was constructed in a questionnaire form to collect data on both the teachers' expectations and the children's actual language performance. The instrument consisted of selected language tasks which the children were asked to perform. These were the same tasks about which the teachers had given their judgments indicating the percentage of the children whom they expected could and should complete a certain task successfully. Each language task in this instrument was comprised of three parts: a description of the task, the procedure for presenting the task to the child, and the expected pupils' responses. The task description designated the nature of the task requirement such as

auditory discrimination of rhyming elements in words. The procedure for presenting the task outlined the approach a teacher would use in introducing and administering a specific task. It contained directions given, questions asked, and stimuli presented by the teacher. The expected pupils' responses illustrated the specific verbal and nonverbal responses of the students for a successfully completed task.

Rationale. In comparing teacher expectations and pupil performance, data pertinent to each should be obtained on the same basis so that these two entities can then be contrasted. The questionnaire technique was considered appropriate for this purpose since it resulted in standardization of the instruction to which all respondents were exposed. Moreover, it included all uniform task formats on which both the teacher and the pupil participants in this study based their responses or their performance.

Criterion Measures

Development. The criterion measures, designated "could" and "should," were used in determining teacher expectations of the beginning grade one children's performance on selected language-related skill tasks. The criterion "could" reflects teacher expectations based on the teacher's view of the children's capability of successfully performing a specified task. The criterion "should" mirrors the expectations each teacher holds determined by that teacher's own convictions of the desirability of the children's successfully completing that particular task.

In responding to this questionnaire-type instrument, teachers

gave two percentage estimates for a specific language task, one based on the "could" and the other on the "should" criterion. The specified scale from one hundred to zero percent with an additional category designated "unable to estimate" was employed.

Rationale. The designation of criterion measures as "could" and "should" was based on Bruner's theory of perception (1958). Bruner claimed that people form expectations through perception which involves a process of categorization. Expectations or categorizations are determined by two general factors as follows:

1. The need of the perceiver to avoid disruptive errors. Experienced teachers who have a teacher-education background and who are familiar with the language performance of young children will form some frame of reference or baseline of categorization for the functioning of children in a language situation. According to Bruner's theory, when perception disagrees with the individual's frame of reference, it will be reintegrated and rationalized so as to avoid the discrepancy noted. When asked about what percentage of their pupils they expect could perform a certain language task successfully, the teachers might provide a response reflecting their expectations or the categorization system underlying their perceptions.

2. The needs and interests or ideal priorities of the perceiver. By asking teachers to estimate what percentage of their children should complete successfully a specific language task, the person conducting the investigation anticipates the revelation of the teacher's needs, interests and ideal priorities for learning and teaching a certain language task.

Selected Tasks

The Teacher Expectations Survey Instrument was composed of twenty-four selected language tasks involving the four related skills of listening, speaking, reading, and writing. The twenty-four language tasks consisted of thirty-five task items. The rationale for the selection and the development of these language tasks is discussed below.

Listening section. Tasks I and II of this section rely upon the child's ability in the auditory discrimination of initial and rhyming sounds respectively. Among the auditory discrimination abilities studied, capability to discriminate the beginning and rhyming sounds in words was found to bear a clearer relationship to early reading achievement than other auditory discrimination skills (Dykstra, 1966). The stimulus words employed in these two tasks were modified from the Prereading Battery of Clymer and Barrett (1968).

Tasks III (Word Identification) and IV (Syllable Identification) were adapted from Wilson's study (1973). She suggested that the young child's ability to perceive spoken words, syllables and phonemes is an essential tool in decoding the printed page. After personal consultation that this investigator had with Wilson, the stimulus words and sentences were selected and presented for these two tasks.

Tasks V and VIII of this listening section emphasized the pupils' skills in comprehensive listening to sentences in a story. All four pictorial stimuli presented in these tasks are from Activity 61 in Words and Sentences: Level A of Fournier's Thinking and Writing:

An Inductive Program in Composition (1969). To complete successfully these tasks the children were asked to comprehend, from an event that the tester described, a sequential relationship, details, and main idea, and then finally to use this information to draw a generalization. Cazden (1975) observed that as a language user, whether speaking or listening, it is essential that the child's attention is not only on the sounds of speech (words or syntactic patterns) but also on meaning and on the intention of what he or someone else is trying to say.

Speaking section. Tasks I to VI of this section represent skills involved in oral description and composition (Fournier, 1969).

Task I (Criterial Properties) appraises the child's ability to define various properties of objects perceived and the relations which exist among these properties.

Task II (Categories) ascertains the pupils' understanding of the categorization of classes and their ability to attend to a number of properties at the same time. These skills include the ability to discriminate the specific from the general and the parts from the whole, and the ability to see the relationships among them.

Task III (Comparison) determines the subjects' language and thinking power to differentiate and describe both the disconnections and the interconnections of certain attributes of at least two objects.

Task IV (Sequence) estimates the capacity of students in perceiving and expressing the chronological ordering and relationships among the sub-units of the event or situation. The five pictorial stimuli used in this task are from Activity 67 in Classification and

Order: Level B of Fournier's Thinking and Writing: An Inductive Program in Composition (1969).

Task V (Inference) appraises the children's use of inference in expressing the relationships among objects, people, and events in a given circumstance.

Task VI (Story-Telling) examines the young pupils' sense of a relationship among ideas and their ability to express the organized ideas explicitly in words and sentences. The two specified scales of pupils' expected responses, employed in this task, were modified from those suggested by Monroe and Rogers (1964).

The selected oral language tasks described above involve the basic cognitive and language skills which correlate positively with early success in the learning of other language-related skills, especially reading. Reading relates spoken language to written language. This can hardly be learned successfully if there is a deficiency in the former (Durkin, 1974).

Reading section. Task I (Letters) appraises visual discrimination and knowledge of letters by having students identify letters named by the tester. This task procedure of asking the pupils to locate a letter in a word was modified from that used in Clay's study (1972). Clay claimed that fifty-three percent of the six-year-olds in her sample could, after a year's instruction, perform this task successfully. Durrell (1958) also stressed that letter recognition ability was consistently and highly correlated with later reading achievement.

Task II (Word Form) was designed to determine children's visual

discrimination of words. This task is also very important since, in learning to read and write, the learner must be able to see likenesses and differences in words (Durkin, 1974; Monroe and Rogers, 1964).

In Tasks III, V and VI of this reading section children were asked to base their correct responses on their ability in overall visual discrimination which is basic to the development of a sight vocabulary in reading. This visual discrimination ability is one of the prereading skills considered necessary for competent reading (Durkin, 1974; Durrell, 1958).

The procedure and requirement for Task IV (Directional Concepts in Reading) was another strategy modified slightly from Clay's study (1972). A child's directional learning and his concepts about print are basic to successful and efficient reading and writing (Clay, 1972 and 1975).

Writing section. All four tasks in this section were designed to determine the pupils' visual perception and visual-motor coordination. Task I tests the ability to reproduce either upper or lower case letters, Task II tests the child's ability to write his own name, Task III tests the ability to recognize familiar unrelated words, and Task IV tests the ability to copy familiar related words in a given sequence.

The construction of language tasks in this section was dependent on Clay's view that young children at the beginning stage of writing need practice in the technical skills of forming recognizable letters, in putting letters together to assemble them into words, in learning to leave spaces between the words and in keeping them in

a straight line to make a sentence (Clay, 1975). Moreover, activities at this stage should start with the recognition and reproduction of the children's own personal sight vocabularies including their own names and a small stock of words of personal interest which could be written from memory. In addition to the source cited above, the stimulus sentence in Task IV was also modified from The Prereading Battery of Clymer and Barrett (1968).

Readiness in language learning refers to various combinations of skills, abilities and understandings. Key factors related to the task of learning language skills are visual and auditory discrimination, visual-motor coordination, the cognitive development of special concepts and reasoning abilities. All of the language-related skill tasks selected to form the instrument for this study were considered appropriate since they underlie these essential factors. According to the last two assumptions stated in Chapter I, these selected language tasks were also regarded as essential to the inner-city children's language learning.

Task Organization

The organization of the selected language tasks took into account the following criteria:

1. The requirement of each selected language task was within the range and the level of development of normal primary school children with kindergarten experience.

2. The arrangement of tasks in each section would be from simple to complex. The simplicity and complexity of a task would be determined by the levels of language and the cognitive functions and

skills required by the task. For example, in the listening section, Task III (Identifying Word Segments in Spoken Sentences) came before Task IV (Identifying Syllables in Spoken Words). This was based on Brown and Bellugi's hypothesis (1970) that children's awareness of the sentences precedes their awareness of individual words.

3. The presentation of stimuli for eliciting children's language responses followed the developmental sequence from concrete object to picture and then to verbal stimuli, thus proceeding from concrete experiences to abstract concepts. For example, Tasks I and III in the speaking section employed concrete objects, while Tasks IV, V and VI used pictorial stimuli.

4. In each task, the purpose was to provide stimuli which promote maximum pupil interest and response. The content of the stimuli was culturally unbiased and within the range of ordinary childhood experiences. This criterion is illustrated by the selection of the apple in Task I Section 2 and by the selection of the dog and cat in Task V Section 1.

5. The questions raised and the directions given in each task were understandable to children who had attended kindergarten. They were phrased to arouse interest and to increase cooperation.

Field-Test and Findings

After the first draft of the instrument was completed, it was submitted to a group of experienced educators who have been involved in language learning and instruction and in the education of young children. The group was composed of experienced kindergarten and grade one teachers. Some are now consultants and supervisors in the

preschool and primary grade levels in both school systems. It also consisted of three professors from the Department of Elementary Education who are specialists in the areas of language and reading. This group evaluated the proposed selected language-related skill tasks. The suitability of each selected task and the comprehensiveness of the instrument were examined. The suggestions obtained were mainly for the revision of the format and language used.

Pilot Study

Teacher Expectations

In order to validate the expectation survey instrument, the language tasks which were determined to be relevant and appropriate from the field-test were submitted to a group of teachers. Five kindergarten teachers and five grade one teachers in both school systems were contacted personally and asked to complete the questionnaire in early May, 1977. The involvement of this group of teachers helped in the final determination of the language tasks most appropriate for children who had just completed kindergarten.

In the pilot study, the exact method and procedure proposed in the final study were followed precisely, beginning with an initial personal contact with the teachers and followed by an interview with each after the completion of the questionnaire. The interview provided more feedback for revision of the directions, questions, and materials listed in the procedure of each task and in the design of the questionnaire.

Pupil Performance

The pupil sample for the pilot study included eleven kindergarten children who were entering grade one in the next school year and who were available for testing during the first two weeks of May. These children were selected from the same schools that had provided the teacher sample. The pilot study was designed to check the time required for test completion, to examine the testing equipment and the testing situation, to eliminate undesirable test items, and to determine the best method of obtaining reliable test results.

Results

Findings of the pilot study contributed to the refinement of the instrument and established the final test procedure as listed below:

1. An additional scale of "unable to estimate" was needed because some teachers indicated very little confidence in making estimates for some tasks.

2. Changes of the language used in some tasks were suggested in order to make those tasks more like school activities.

3. The need for a tester whose native language was English was confirmed. An attempt to test the children in the pilot study by the investigator who speaks English as a foreign language revealed low reliability of the results.

4. The need for more than one tester and for more than one period of testing was also verified. Some children have been found to show less motivation and more fatigue when working with the same tester for the whole test at one session.

With these changes the instrument was presented again to four educators who had had no previous experiences with it. This group consisted of one grade one and one kindergarten teacher and two language specialists in the University of Alberta Department of Elementary Education. This refined instrument was tested with three pupils from the University kindergarten by the two testers who were going to be involved in the major phase of the study.

Sample

School

As discussed in Chapter I, this study was originally intended to be a follow-up of the survey carried out by the Edmonton Catholic School System. It included, therefore, the eight elementary Catholic schools listed in the former study as those located in the core of the city. All of these eight schools agreed to participate in this study. In addition, seven inner-city elementary schools were selected from the Edmonton Public School System. Five of these seven schools were in the same geographic region within the city core as were the eight elementary schools in the Catholic School System. Two of these elementary schools were selected by the Public School System from another area and were classified as inner-city schools. In light of the stated research purposes, it was considered appropriate that they be involved in the study. Hence, there were fifteen inner-city elementary schools in both Catholic and Public Systems included in this research project.

Teacher

The size and nature of the sample were limited to the total number of teachers in all the kindergarten and grade one classrooms in the eight Catholic schools and the seven Public schools selected for this investigation. This yielded a total of thirty-six teacher participants. There were twenty-three grade one teachers involved but only thirteen kindergarten teachers as some schools shared the same teacher and others had no kindergarten classroom. This study, therefore, included all of the kindergarten and grade one teacher population in the inner-city elementary schools of the Catholic School System as identified by the previously cited study. The sample from the Public School System included every grade one and kindergarten teacher in the participating schools selected by that system.

The questionnaire and the interview elicited personal information from the responding teachers describing their teaching experience and professional qualification. All members of the volunteer teacher sample were female. Their ages ranged from mid-twenty to mid-forty. Their educational backgrounds could be divided into two groups: those with a B.Ed. degree and those with only a teaching certificate. The number of years and types of teaching experience of the kindergarten and grade one teachers appear in Table 1.

Pupil

The pupil sample was comprised of fifteen girls and thirteen boys totalling twenty-eight children. All of these children were selected from the same fifteen schools as the teacher sample. The size and nature of the pupil sample were influenced by two limitations.

Table 1

Number of Years and Types of Teaching Experience of Kindergarten and Grade One Teachers

Teaching Exp. (Years)	K N=13	1 N=23	Teaching Exp. (Types)	K	1
First year	3	-	K & 1	3	5
2 - 3 years	6	1	Either K or 1	10	18
4 - 5 years	1	7	K and Other Grade Levels	5	-
6 - 10 years	3	4	1 and Other Grade Levels	1	13
11 - 15 years	-	2	Only Inner-City Schools	8	8
16 - 20 years	-	5	Inner-City Area and Other Areas	5	15
21 - 25 years	-	4	Only Edmonton	10	9
			Edmonton and Other Parts of Alberta and Canada	2	14
			Other Countries	1	1

The first limitation involved the time available for the testing of the children's language performance. Because of the focus of this study on the language performance of the children who had just started grade one, it was essential to finish the individual testing of the pupils as soon as possible. Hence, in the light of this existing time limitation a sample of approximately thirty grade one children randomly selected from the fifteen available schools was considered an appropriate number to achieve the purposes of this investigation. The second limitation affected the size of the population from which the sample was drawn. Since an attempt was made to include only students with kindergarten background and to exclude those repeating first grade and those with known speech, hearing, vision, and learning problems, only 295 of the 498 grade one children were considered by their teachers as appropriate subjects from which to select the sample.

During the first meeting the grade one teachers in all participating schools provided the investigator with the current list of first graders enrolled in their classes whom they considered appropriate to be selected for the study. The accuracy of each list was insured by rechecking with the teacher and on some occasions with the office of the principal. In each participating school the names of appropriate children from all grade one classes were listed alphabetically according to their family names and a number was assigned to each name. Through digit random selection two children were identified from each school. Two additional children were also selected in each school in the original sampling process to insure

that if any of the original subjects could not be tested the additional children could be available for testing. In this manner, twenty-eight pupils from fourteen schools were selected as the pupil sample. In one of the fifteen schools, it was not possible to provide the required list of children since none of the grade one pupils had had the required kindergarten background.

Data Collection

Teacher Expectations

The time spent in administering the teacher expectations survey was two and a half weeks beginning during the last week of September and running through to the second week of October, 1977.

The questionnaire. After the fifteen schools had agreed to participate in the study, the first meeting with the teacher or group of teachers in each school was planned. At this meeting the purposes and the significance of the study were explained to the teachers and the research procedure which concerned them was discussed. The questionnaire was then distributed to each teacher who confirmed her willingness to be involved in this investigation. Later, the teachers' attention was drawn specifically to the instructions in the first part of the questionnaire and these were clarified through discussion so that each teacher would be certain of her part in the study procedure.

The interview. Following the distribution of the research instrument, two additional meetings were planned—the first one to collect the completed questionnaire and the second one to interview

each teacher individually. These meetings had to be carried on during the morning and afternoon recess periods, during lunch time, or before and after school.

After each questionnaire was collected, the investigator analyzed it to determine and classify the patterns of responses that might exist. Any of the following patterns might emerge:

1. a consistent indication of a higher percentage for Part I (could) than for Part II (should),

2. the reverse of 1,

3. a consistent indication of a high percentage on both parts (could) and (should),

4. the reverse of 3,

5. an indication of a higher percentage for some specific task items and a lower percentage for others,

6. a persistent response of "unable to estimate."

In an interview period each teacher was encouraged to provide explanations for the pattern or patterns of her responses. The investigator examined and discussed with each teacher the responses made previously by her on her own completed questionnaire. This provided the teachers with an opportunity to check whether the written responses they had made previously reflected accurately the expectations they had just made orally. The time spent on each interview ranged from 15 to 20 minutes.

Pupil Performance

Testing procedure. Since this study focused on the beginning of the school year, it was necessary to finish both the survey of

teacher expectations and the test of the children's actual language performance as soon as possible. Therefore, these two activities were carried on simultaneously. While the investigator administered the instrument and interviewed the teachers, the two testers tested the children.

During the first meeting between the teachers and the investigator, a schedule for each testing was planned. The testing days in each school were set up for each of the two testers after the teachers had completed and submitted the questionnaire to the investigator. To control the testing, the randomly selected pupils from each school were identified to the teachers only during the third meeting or on the day of the testing. The testing of the pupils' actual language performance began during the middle of the last week of September and was carried on until the middle of the third week of October. Each school provided a private room for testing and the selected children were excused from the ongoing class activities. Neither the school administrator nor the teachers were told about the nature and the procedure for the testing. This procedure was followed to guard against any possiblity of coaching the children.

In order to insure objective results from the testing, the testing situation and procedure were carefully controlled in the following manner. The two testers who were involved in this study were both fourth year education students and were taking a course in observation and assessment during the time of the testing. Neither of them was informed about the purposes and the nature of the study. In this way they were unable to answer questions concerning

this research posed by school administrators or the teachers and to form expectations regarding the children's language performance. Only the testing procedure and technique were explained to them.

The language tasks in the instrument were divided into two parts. The first tester took responsibility for testing all the pupil subjects in the listening and the speaking sections, whereas the second tester was responsible for the reading and the writing sections. After the first tester had finished with her part of the test, the second tester worked with the same subject, but so as not to tire the child she did so on a different day. In this way all the pupils in the sample were tested by the same testers on particular tasks. Moreover, the testing instrument provided for consistency in its stated procedure for each task. Therefore, the testing procedure called for the testers to follow and repeat the uniform instructions to all the pupil subjects.

Testing situation. Each student was tested individually. Responses for the tasks in the listening, reading, and writing sections were recorded carefully by the two testers in written form. For the speaking section only the responses were simultaneously written down and tape-recorded. These results were transcribed later into written form by the tester, and the transcriptions were rechecked by the investigator. During the testing, each tester was requested to make a notation concerning any observed conditions that might appear to have an unusual effect on the testing results of the children such as passivity, fearfulness, and extreme fidgeting or distracting occurrences.

Before the tasks were presented for completion, the testers helped each child feel as relaxed as possible by starting with general conversation about matters of interest to the child such as a favorite game or friend. Testing time for each task varied from a few seconds to approximately three minutes. However, there was no time limitation. Each child was reassured through verbal encouragement and every attempt was made by both testers to help the child to understand the instructions and to assist the child in overcoming initial shyness.

Each tester reported ease in administering the test. Materials were prepared and ready. Only the tester and the child were in the room during the testing period. In spite of the dissatisfaction with the room testing conditions in some schools, both testers reported that they were able to accomplish what they set out to achieve with no major problems that influenced the testing process.

Data Analysis

Teacher Expectations

A frequency distribution of teacher expectations for each task item in four language-related skill sections was drawn from the raw data gathered through the Teacher Expectations Survey Instrument. The distribution showed the range of teacher expectations. For each distribution the group mean of expectation was calculated. Correlation coefficients were used to assess relationships (1) between the "could" and the "should" responses for each of the kindergarten and grade one teacher groups, (2) between the "could" responses for these

two teacher groups, and (3) between the "should" responses for both teacher groups.

In order to determine the discrepancies between the expectations of the kindergarten teacher group and those of the grade one teacher group, a Hotelling T^2 test was used.

Pupil Performance

In evaluating and classifying the response each student made for each language task item, the common scheme of rating each response as completion and noncompletion was used. All the responses for each item in the four language-related skill sections, given by the twenty-eight sample children, were analyzed by the investigator as the first judge. Two external judges were involved to check the reliability of this analysis. On the classification of responses as completion or noncompletion, a high percentage of 90-100 percent agreement was found among the three judges for every response of all the pupil subjects for the thirty-five language task items.

The percentages of these children successful and unsuccessful in completing each task were calculated. For each of these percentages the standard error was computed and the interval of 95 percent confidence was determined. In addition, for each teacher in each group the responses for a certain task, based on the two criteria of "could" and "should," were transformed into the interval estimates. Then, the comparisons of these two confidence intervals were made to determine the differences between the two teacher groups' expectations based on both criteria and the actual performance of the children on each language task item.

Summary

This chapter described the research procedures followed in this study. The descriptions included detailed discussions of the development of the research instrument, the selection and the nature of the teacher and pupil sample, the data collection procedures employed in the pilot study and in the major study, and the types of analysis applied to the data.

The next chapter details the data analysis procedures and the findings related to the research questions of this investigation.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter reports the results of the study in relation to the seven specific questions being investigated and the three research purposes stated in Chapter I namely, the nature of teacher expectations, comparisons between teacher expectations and pupil performance, and comparisons between the expectations of the two teacher groups.

Nature of Teacher Expectations

Table 2 shows the kindergarten and grade one teachers' expectations for the performance of the beginning first graders on each language task in each of the four sections, listening, speaking, reading, and writing.

The table displays the percentage estimates indicated by both teacher groups. These were tabulated under the two criterion measures "could" and "should" listing each of the thirty-five task items and presenting a high to low percentage scale range and the means and standard deviations for this range. Since some teachers were unable to estimate a percentage, the number of teachers in each group that did respond to a certain task was counted and reported in the table.

Language Tasks and Teacher Expectations

The examination of Table 2 reveals the following findings:

1. There is a high range of teacher expectations on all language-related skill tasks. The greatest range of expectations by

Table 2

Kindergarten and Grade One Teachers' Range of Percentage Estimates for Children's Actual Performance on Each Task in Four Language-Related Skill Sections with Group Means and Standard Deviations

Listening Section: Task	Group[a]	COULD				SHOULD			
		n[b]	Range	Means	s.d.	n	Range	Means	s.d.
I	K	13	70 - 10	39.2	20.2	13	90 - 10	61.5	21.4
Initial sounds	1	22	100 - 10	47.7	21.7	23	100 - 50	68.3	15.2
II	K	13	80 - 10	46.9	22.0	13	100 - 20	68.5	23.2
Rhyming sounds	1	23	100 - 10	51.7	21.2	23	100 - 20	69.0	18.2
III	K	9	80 - 0	36.7	25.8	9	90 - 10	57.8	24.4
Word identification	1	18	100 - 10	55.0	22.9	16	100 - 40	70.0	17.7
IV	K	9	50 - 0	30.0	15.6	10	80 - 10	51.0	21.2
Syllabel identification	1	21	100 - 0	35.2	26.8	20	100 - 0	49.5	24.6
V	K	13	80 - 10	46.9	27.0	13	100 - 20	67.7	24.9
Sequential relationships	1	23	80 - 10	40.9	22.0	23	100 - 30	61.7	20.0
VI	K	13	80 - 10	50.0	22.9	13	100 - 20	69.2	23.7
Detail	1	23	90 - 10	50.9	20.6	22	100 - 20	69.6	18.2

[a]K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b]Numbers indicate the number of teachers who gave percentage estimates for a certain task.

Table 2 (continued)

Listening Section: Task	Group[a]	COULD n[b]	COULD Range	COULD Means	COULD s.d.	SHOULD n	SHOULD Range	SHOULD Means	SHOULD s.d.
VII Main idea	K	13	50 - 0	24.6	16.0	13	90 - 0	40.0	28.6
	1	20	70 - 0	32.0	20.6	20	100 - 10	48.0	21.4
VIII Generalization	K	13	40 - 0	20.8	15.9	13	80 - 0	37.7	28.0
	1	20	60 - 0	31.5	17.4	21	80 - 10	45.2	19.4
Speaking Section: Task									
I a Attributes	K	13	90 - 10	60.0	20.8	13	100 - 30	79.2	20.2
	1	22	90 - 10	62.3	23.5	22	90 - 30	72.3	19.0
b Function, action of	K	13	90 - 10	52.3	23.6	13	100 - 30	74.6	23.0
	1	23	100 - 20	61.7	20.8	22	100 - 20	72.7	18.9
c Part-whole relationship	K	12	60 - 0	32.5	17.9	12	80 - 20	54.2	18.9
	1	22	90 - 10	44.0	22.5	20	100 - 20	62.0	21.6
II Categories	K	13	90 - 20	57.7	22.9	13	100 - 40	80.0	18.4
	1	23	100 - 20	63.0	19.4	22	100 - 30	78.6	17.9
III Comparison	K	13	90 - 10	48.5	23.8	13	100 - 20	71.5	24.0
	1	23	90 - 10	57.0	18.5	22	100 - 30	74.6	15.9

[a] K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b] Numbers indicate the number of teachers who gave percentage estimates for a certain task.

Table 2 (continued)

Speaking Section: Task	Group[a]	COULD n[b]	COULD Range	COULD Means	COULD s.d.	SHOULD n	SHOULD Range	SHOULD Means	SHOULD s.d.
IV Story sequence	K	13	80 - 10	36.9	19.8	13	90 - 10	57.7	23.6
	1	22	80 - 0	35.0	19.7	20	100 - 10	51.5	21.0
V Inference emotional reaction	K	13	90 - 30	59.2	21.3	12	100 - 50	77.5	16.4
	1	23	90 - 10	61.3	21.0	23	100 - 50	76.0	15.3
VI a Story telling—concrete idea; cannot see relationship	K	11	100 - 20	58.2	24.8	11	100 - 10	76.4	27.0
	1	23	100 - 30	67.0	20.0	22	100 - 20	77.7	23.3
b Concrete idea; can see relationship	K	13	90 - 10	47.7	25.2	13	100 - 20	66.9	24.0
	1	23	90 - 10	43.9	22.4	22	100 - 30	62.3	19.5
c Interpret thought, feeling and motives	K	13	70 - 0	18.5	19.6	12	90 - 10	40.8	19.4
	1	22	70 - 0	24.0	18.5	21	90 - 0	41.4	24.4
d Unified idea with more abstract qualities	K	12	40 - 0	8.3	12.8	11	70 - 0	20.9	21.0
	1	20	60 - 0	10.0	13.8	18	60 - 0	22.8	18.8

[a] K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b] Numbers indicate the number of teachers who gave percentage estimates for a certain task.

Table 2 (continued)

Speaking Section: Task	Group[a]	COULD n[b]	COULD Range	COULD Means	COULD s.d.	SHOULD n	SHOULD Range	SHOULD Means	SHOULD s.d.
e	K	12	40 - 0	6.7	13.0	12	50 - 0	14.2	16.0
Evaluate situation, make judgment	1	20	100 - 0	9.0	22.0	20	50 - 0	15.0	16.6
f	K	13	90 - 10	41.5	22.8	13	100 - 20	61.5	24.5
Focus on main idea(s)	1	22	100 - 10	40.9	27.6	21	100 - 20	54.3	25.7
g	K	13	70 - 0	22.3	19.3	13	80 - 0	36.9	26.7
Words conveying appropriate meaning	1	20	100 - 0	16.5	22.2	19	100 - 0	27.4	21.2
h	K	13	90 - 0	29.2	21.7	12	90 - 0	48.3	29.4
Appropriate transitional and connective words	1	22	100 - 0	25.0	23.0	21	100 - 10	38.6	26.2
i	K	12	50 - 0	19.2	13.8	11	70 - 0	33.6	22.7
Sentence structure complex, simple	1	20	20 - 0	10.5	6.7	18	50 - 0	24.4	14.2
j	K	12	80 - 10	29.2	17.5	12	100 - 10	52.5	24.9
Structure events	1	22	60 - 0	21.4	16.9	20	80 - 10	36.0	19.3

[a] K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b] Numbers indicate the number of teachers who gave percentage estimates for a certain task.

Table 2 (continued)

Reading Section: Task	Group[a]	COULD				SHOULD			
		n[b]	Range	Means	s.d.	n	Range	Means	s.d.
I	K	13	90 - 10	40.0	22.9	12	100 - 10	66.7	27.5
Letter names	1	23	90 - 0	50.9	28.0	23	100 - 0	66.5	30.0
II	K	13	80 - 0	37.7	23.9	13	100 - 10	53.0	27.6
Word form	1	23	100 - 20	59.6	19.9	23	100 - 30	74.4	17.9
III	K	13	100 - 30	82.3	18.9	13	100 - 50	92.3	18.0
Own name	1	22	100 - 40	82.7	16.8	22	100 - 50	94.0	12.3
IV	K	12	80 - 20	55.0	19.8	13	100 - 30	80.0	22.2
Directional concepts	1	23	100 - 0	55.2	28.0	22	100 - 0	70.5	29.2
V	K	12	90 - 0	33.3	21.7	12	100 - 0	52.5	29.2
Familiar signs	1	21	70 - 0	25.2	18.9	19	80 - 0	42.0	19.9
VI	K	11	30 - 0	15.5	11.6	11	60 - 0	28.2	19.5
Words	1	21	60 - 0	20.0	21.6	19	70 - 0	29.0	25.2

[a]K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b]Numbers indicate the number of teachers who gave percentage estimates for a certain task.

Table 2 (continued)

Writing Section: Task	Group[a]	COULD				SHOULD			
		n[b]	Range	Means	s.d.	n	Range	Means	s.d.
I	K	12	60 - 0	25.8	18.9	12	100 - 0	45.8	29.0
Letters	1	22	80 - 0	35.5	23.0	20	90 - 0	53.0	24.9
II	K	13	100 - 20	70.8	24.6	12	100 - 40	90.8	16.6
Own name	1	23	100 - 10	73.0	24.2	23	100 - 50	88.7	18.3
III	K	11	40 - 0	12.7	12.9	12	50 - 0	23.3	21.7
Familiar words	1	22	40 - 0	14.0	12.7	20	90 - 0	29.0	22.8
IV	K	13	80 - 0	24.6	21.7	13	100 - 0	48.5	31.8
Short sentence	1	21	90 - 0	31.9	27.4	20	100 - 0	43.5	32.0

[a]K = 13 kindergarten teachers.
1 = 23 grade one teachers.

[b]Numbers indicate the number of teachers who gave percentage estimates for a certain task.

the two teacher groups is from 100 percent to 0 percent and the smallest ones are from 30 percent to 0 percent for the kindergarten group and from 20 percent to 0 percent for the grade one group.

2. There is a consistent indication by both teacher groups of higher mean percentages for the "should" criterion than for the "could" criterion. It was revealed in the interviews following the completion of the questionnaire that the teachers attributed this pattern of response to their strong feelings of the great desirability that a high percentage of children should perform successfully on a particular task.

3. The indication of a higher percentage for some tasks and a lower percentage for others is also apparent in all four language-related skill sections. Results of the interview with the teachers indicated that the teachers' dependence on their own teaching experiences and apparent ease or difficulty of the task accounted for this pattern of response.

4. The indication of "unable to estimate" appears most in section four, the writing-related skill tasks. In the interview the teachers who were unable to give percentage estimates for certain tasks in all four language sections explained that they had found it difficult to respond because of their unfamiliarity with these tasks.

5. The tasks with which the responding teachers appeared to be most familiar and which enabled them to give percentage estimates based on the two criteria are the following:

a. both the "could" and "should" criteria, Tasks L-II* (Rhyming Sounds), L-V (Sequential Relationships), and R-II*** (Word Form).

b. the "could" criterion only, Tasks L-VI (Detail), S-Ib** (Function), S-II (Categories), S-III (Comparison), S-V (Inference), S-VIb (Concrete Ideas; Can See Relationship), R-I (Letters), and W-II**** (Own Name).

c. the "should" criterion only, Task L-I (Initial Sounds).

6. Some teachers in both groups seemed to be unable to indicate percentage estimates for the following:

a. both the "could" and "should" criteria for L-III (Word Identification), L-IV (Syllable Identification), S-Ic (Part-Whole Relationship), S-Vd (Unified Idea with More Abstract Qualities), S-VIe (Evaluating Situation), S-VIi (Using Complex Sentences), and S-VIj (Structuring Event), R-V (Signs), R-VI (Words), W-I (Letters), and W-III (Words).

b. the "should" criterion only, Tasks S-VIa (Concrete Idea; Can Not See Relationship), S-VIc (Interpreting Thought, Feeling and Motive), and S-VIh (Using Transitional and Connective Words).

7. The simplest tasks indicated by both teacher groups as those that would be successfully completed by the highest percentage of the children, when compared with other tasks in the same section

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*L-II	Section 1:	Listening - Task II
**S-Ib	Section 2:	Speaking - Task Ib
***R-II	Section 3:	Reading - Task II
****W-II	Section 4:	Writing - Task II

were as follows:

Kindergarten

a. based on the "could" criterion, Tasks L-VI (Detail) 50%, S-Ia (Attributes) 60%, R-III (Own Name) 82.3%, and W-II (Own Name) 70.8%

b. based on the "should" criterion, Tasks L-VI (Detail) 69.2%, S-II (Categories) 80%, R-III (Own Name) 92.3%, and W-II (Own Name) 90.8%.

Grade One

a. based on the "could" criterion, Tasks L-III (Word Identification) 55%, S-VIa (Concrete Idea, Can Not See Relationship) 67%, R-III (Own Name) 82.7%, and W-II (Own Name) 73%.

b. based on the "should" criterion, Tasks L-III (Word Identification) 70%, S-II (Categories) 78.6%, R-III (Own Name) 94%, and W-II (Own Name) 88.7%.

8. The most difficult tasks agreed upon by the two teacher groups as those that would be successfully completed by the lowest percentage of the pupils when compared with other tasks in the same section were as follows:

Kindergarten

a. based on the "could" criterion, Tasks L-VIII (Generalization) 20.8%, S-VIe (Evaluating Situation) 6.7%, R-VI (Words) 15.5%, and W-III (Words) 12.7%.

Grade One

a. based on the "could" criterion, Tasks L-VIII (Generalization) 31.5%, S-VIe (Evaluating Situation) 9%, R-VI (Words) 20%, and W-III (Words) 14%.

b. based on the "should" criterion, Tasks L-VIII (Generalization) 37.7%, S-VIe (Evaluating Situation) 14.2%, R-VI (Words) 28.2%, and W-III (Words) 23.3%.

b. based on the "should" criterion, Tasks L-VIII (Generalization) 45.2%, S-VIe (Evaluating Situation) 15%, R-VI (Words) 29%, and W-III (Words) 29%.

Relationships between the Teacher Expectations Based on the Two Criteria

The correlations were computed between the teachers' percentage estimates based on both the "could" and "should" criteria for each of the language task items in order to answer the first question concerning the nature of the kindergarten and grade one teachers' expectations for the language performance of the beginning grade one children. A correlation matrix comprising all thirty-five language task items and the two criteria "could" and "should" was obtained for each group of teachers. Correlation coefficients were calculated to assess the following relationships:

1. the relationships between the "could" and the "should" responses made by the group of kindergarten teachers for each language task, and between those made by the group of grade one teachers (Table 3);

2. the relationships among the "could" responses made by the kindergarten teacher group for each language task (Tables 4 and 5) and among those made by the grade one teacher group (Tables 6 and 7).

3. the relationship among the "should" responses made by the kindergarten teacher group for each language task (Tables 8 and 9) and among those made by the grade one teacher group (Tables 10 and 11).

Correlations between the "could" and the "should" responses. The correlations were computed between the estimates based on the criterion "could" and those based on the criterion "should." The findings indicated positive relationships in the direction toward which each teacher group made a percentage estimate of the children's performance on a certain language task. The teachers who identified high percentage estimates for a certain task based on the "could" criterion tended to do the same for the particular task based on the "should" criterion. Those who estimated low percentages based on the "could" criterion tended to estimate low as well for the same task based on the "should" criterion.

Table 3 reveals that the relationships of the "could" and the "should" responses made by the kindergarten teachers in the listening, speaking, and reading sections are high. This is also true for the grade one teacher-group; but the grade one correlations occur in fewer tasks than do those of the kindergarten teacher group. However, the reverse is true for the writing section. Here, the relationships between the "could" and the "should" responses of the grade one teachers not only are higher but also appear in more tasks than is the case for the responses of the kindergarten teachers.

Correlations between the "could" responses. Correlations were computed between the estimates given by the kindergarten and grade one teachers for each task, based on the "could" criterion. A correlation matrix, comprising the thirty-five items of the twenty-four language tasks on the "could" criterion, provides

Table 3

Correlations between Estimates Based on the "Could" Criterion and Those Based on the "Should" Criterion by Kindergarten and Grade One Teachers for Each Language Task Item

Section and Task Item	No. of Teachers	Kindergarten	No. of Teachers	Grade One
LISTENING				
Initial sounds	13	.89	22	.70
Rhyming sounds	13	.73	23	.86
Word identification	9	.87	16	.91
Syllable identification	9	.92	20	.91
Sequential relationships	13	.90	23	.65
Detail	13	.91	22	.59
Main idea	13	.89	20	.84
Generalization	13	.93	20	.77
SPEAKING				
Attributes	13	.77	22	.89
Function, action of	13	.73	22	.83
Part-whole relationship	12	.66	20	.80
Categories	13	.75	22	.83
Comparison	13	.83	22	.70
Story sequence	13	.84	20	.74
Inference of emotional reaction	12	.65	23	.57
Story telling—concrete idea	11	.63	22	.63
Can see relationship	13	.78	22	.72
Interpret thought, motives, feelings	12	.90	21	.80
Unified idea with more abstract qualities	11	.92	18	.68
Evaluate situation, make judgment	12	.86	20	.61
Focus on main idea(s)	13	.85	21	.89
Words conveying appropriate meaning	13	.90	18	.91
Appropriate transitional and connective words	12	.82	21	.93
Sentence structure complex, simple	11	.82	18	.48
Structure events	12	.64	20	.75
READING				
Letter names	12	.89	23	.57
Word form	13	.95	23	.85
Own name	13	.84	22	.63
Directional concepts	12	.80	22	.76
Familiar signs	12	.51	19	.63
Words	11	.85	19	.92
WRITING				
Letters	12	.68	20	.71
Own name	12	.81	23	.89
Familiar words	11	.57	20	.63
Short sentence	13	.63	20	.96

595 correlations* for each teacher group (see Appendices B and C). Only the correlations greater than .694 are reported in Tables 4 and 6.

Tables 4 and 6 show positive relationships of the directions toward which each teacher group made a percentage estimate of the children's performance on each language task. The teachers who indicated high percentages for a certain task on the "could" part tended to estimate high also on this same criterion but for another task. Those who identified low percentage estimates on the "could" part tended to do the same for other tasks on the "could."

Table 4 shows 63 intercorrelations among the kindergarten teachers' responses based on the "could" criterion. Table 6 reveals 48 of these intercorrelations among the grade one teachers' responses. The two teacher groups' responses based on the "could" criterion in the listening section are correlated highly among themselves and with those in the speaking section. The responses in the speaking section are also correlated highly among themselves. Few of the responses in the listening and speaking sections have a high relationship with those in the reading section and none of these correlate highly with those in the writing section.

Further examination of Tables 4 and 6 reveals that the kindergarten and grade one teachers emphasize high relationships among the listening comprehension skills and between the identification of initial sounds and that of rhyming sounds (L-I and L-II). The highest

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*It must be remembered that the 595 correlations are not independent of each other because the sample size is relatively small and all of the correlations come from the same sample of teachers.

Table 4

Correlations of $r > .694$ between Estimates of the Various Tasks Based on the "Could" Criterion by the Kindergarten Teacher Group

		Listening							Speaking															Reading			Writing	
		II	III	IV	V	VI	VII	VIII	I	b	c	II	III	IV	V	VI	b	c	d	e	f	g	h	i	j	I	IV	V	I	II
Listening	I	.78[a]																												
	II		.78	.86	.85	.74	.70																							
	III			.88	.95	.87	.77	.61	.84[b]					.92	.96[b]	.76				.74	.88[a]	.80						.88		
	IV				.87	.84	.80	.79						.77	.83[b]						.80									
	V					.80[a]	.82[a]	.79[a]	.70[b]					.76[a]												.85	.73			
	VI											.70				.79														
	VII							.89[a]						.73[a]					.72											
	VIII													.82[a]																
Speaking	Ia								.71																					
	b									.79				.74														.84		
	c											.72																		
	II											.73				.86[a]														
	III															.73														
	IV														.73	.82[a]	.70[a]													
	V																.71[a]				.78	.79								
	VIb																	.93[a]												
	c																					.80[a]	.85[a]	.79						
	e																						.72[a]	.79	.81[a]					
	f																							.85						
	g																													
	h																													
Reading	III																													.89
	IV																												.80	

[a]Correlations that both teacher groups agreed upon.

[b]Correlations that both teacher groups disagreed upon.

Table 5

Correlations of $r < .095$ between Estimates of the Various Tasks Based on the "Could" Criterion by the Kindergarten Teacher Group

		Speaking									Reading					Writing			
		III	V	VI	a	e	f	g	h	i	j	I	II	IV	V	VI	I	II	III	IV
Listening	I	.08						-.06	.01	-.03		.08								
	II									-.06	-.07		.02							
	III	-.04			.04															
	IV	.08																		
	V										.06							.06		
	VI											.04								
	VII										-.02		-.01[b]					-.05	-.00	
	VIII				.05								-.04				.07	.02		
Speaking	Ia								.07	.08										
	b												.08						.02	
	c								.08	.08						.09	-.06		.05	
	II											.07								
	III		.06			.05				-.01		-.09			.08		-.02			
	IV												.08				.02			
	V												.06					.09	-.00	
	VIa											-.03	.03	.07						.03
	c																		-.08	
	d								.05[b]				.06		.02		.01	.05		.06
	e																	.08		
	f								.05[b]						.06					
	g																			.05
	h															.07		.02		
	i															.09				-.01
	j																			-.08
Reading	I																			
	II																		.05	
	VI																	.06	.02[b]	.01 .09

[a] Correlations that both teacher groups agreed upon.

[b] Correlations that both teacher groups disagreed upon.

Table 6

Correlations of $r \geq .694$ between Estimates of the Various Tasks Based on the "Could" Criterion by the Grade One Teacher Group

		Listening				Speaking										Reading			Writing		
		II	VI	VII	VIII	II	IV	VI b	c	d	e	f	g	h	j	II	III	IV	I	II	III
Listening	I	.78[a]			.71	.71										.76					
	III											.72[a]									
	IV									.70											
	V		.71[a]	.89[a]	.84[a]		.77[a]														
	VI			.76	.70				.70					.72							
	VII				.98[a]		.75[a]		.75							.72[b]					
	VIII						.71[a]		.71												
Speaking	Ia																.75				
	II							.71[a]								.81					
	IV							.86[a]	.84[a]	.71				.75							
	VIb								.79[a]	.72				.73							
	c									.87[a]	.73	.70		.88		.74					
	d										.89		.87	.88[b]							
	e												.91[a]	.85[a]							
	f													.77[b]	.70[a]						
	g													.84[a]							
	h															.72					
Reading	I																		.74		
	III																	.78			
	VI																			.80[b]	
Writing	I																			.76	

[a]Correlations that both teacher groups agreed upon.

[b]Correlations that both teacher groups disagreed upon.

Table 7

Correlations of $r < .095$ between Estimates of the Various Tasks Based on the "Could" Criterion by the Grade One Teacher Group

		Speaking													Reading				Writing			
		I			III	V	VI								I	III	V	VI	I	II	III	IV
		a	b	c			a	b	d	e	f	g	h	i	j								
Listening	I	-.02	.06	.03			.05							.08	-.02							
	II	.00													-.02							.06
	III		-.02[b]		.09	.05[b]																
	IV	-.08	-.08	.08		.05[b]																
	V		-.02[b]											.04								
	VI			.07												-.07	.06	-.02			-.01	
	VII			.00			-.08															
	VIII	.09					-.09															.08
Speaking	Ia				.08				-.02	-.09		.06	-.03									
	b				-.05	-.04										-.04			.08	.04	.06	
	c					-.06		.09			.01	.04	.09		.05							.02
	III						.06												-.04	.05	.00	-.06
	V									.07				-.04								
	VIa								-.08	.04	-.02	-.02				.06		-.08			-.02	.06
	i																					.02
	j																	.04			-.08	

[a]Correlations that both teacher groups agreed upon.

[b]Correlations that both teacher groups disagreed upon

level of oral composition, S-VIe (Evaluating Situation) for both teacher groups was also correlated highly with children's ability to use vocabulary sufficient to carry the ideas (S-VIg) and to have adequate command of the syntax of the language (S-VIh and S-VIi). These correlations are among the eighteen high correlations that both teacher groups agree upon.

However, there are some disagreements between the two teacher groups. While the kindergarten group produces a high correlation between R-III (Own Name) and W-II (Own Name), the grade one group reveals high correlations between R-I (Letters) and W-I (Letters). The understanding of directional concepts in reading (R-VI) was correlated highly by the kindergarten teachers with syllable identification and letter formation skills (L-IV and W-I). For the grade one teachers this R-VI task correlated highly also, but only with R-III (Own Name).

Shown in Tables 5 and 7 are positive and negative correlations of less than .095 between estimates of the various tasks based on the "could" criterion by the two teacher groups. These intercorrelations are so low that they might likely represent zero correlation.

As Tables 5 and 7 indicate, while a great number of these very low correlations appear between the kindergarten teachers' responses for the speaking tasks and the responses for the reading and writing tasks, they occur between the grade one teachers' responses for the listening tasks and the responses for the speaking tasks but not for the reading and writing tasks.

There are four correlations identified on both Tables 5 and 7 as those in high disagreement between the two teacher groups. Among them is the correlation between R-VI (Words) and W-III (Words). Whereas the kindergarten group demonstrates the correlation of .02, the grade one group shows that of .80.

Correlations between the "should" responses. Correlations were computed between the estimates of the kindergarten and grade one teachers for each task, based on the "should" criterion. A correlation matrix comprising thirty-five language test items on the "should" criterion provides 595 correlations* for each teacher group (see Appendices D and E). Only the correlations greater than .694 are reported in Tables 8 and 10.

Tables 8 and 10 show positive relationships of the directions toward which each teacher group made a percentage estimate of the children's performance on each language task. The teachers who indicated high percentages for a certain task on the "should" part tended to estimate high also on this same criterion but for another task. Those who identified low percentage estimates for one task on the "should" criterion tended to do the same for other tasks on the "should."

Table 8 indicates 80 intercorrelations among the kindergarten teachers' responses based on the "should" criterion. Table 10 shows 38 of those intercorrelations among the grade one teachers' responses.

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*It must be remembered that the 595 correlations are not independent of each other because the sample size is relatively small and all of the correlations come from the same sample of teachers.

Table 8

Correlations of $r \geq .694$ between Estimates of the Various Tasks Based on the "Should" Criterion by the Kindergarten Teacher Group

		Listening							Speaking									Reading						Writing			
		II	III	IV	V	VI	VII	VIII	I b	c	IV	VI b	c	d	e	f	g	i	j	I	II	III	IV	V	VI	I	II	III	IV
Listening	I	.70			.71																								
	II		.81	.76	.88																								
	III			.91	.90	.91[b]	.87	.75			.92[b]					.85							.78						.79[b]
	IV				.80	.82[b]	.85				.82					.85						.83							
	V					.76[a]	.81[a]	.80			.82									.73		.73[b]		.71[b]	.75		.74		
	VI						.74[b]	.74			.71												.71						
	VII							.87[a]			.78[a]											.80							
	VIII										.78[a]				.83													.78	
Speaking	Ia								.82	.80[b]		.79					.78[b]									.70			
	b									.86[a]		.82					.71						.72	.81					
	c										.72[b]	.86[b]	.70[b]	.72							.73[a]	.70					.77[b]		
	II											.80																		
	III											.77				.75						.77						.77	
	IV											.71[a]					.70			.89									
	V												.73[a]									.75							
	VIb													.94[a]		§													
	c																.72	.70											
	e																	.75											
	g																	.80											
	h																		.77[a]										
	i																												
Reading	I																												.72
	III																						.77				.93[b]		
	IV																									.77	.70		.73
	V																												.71
Writing	I																												.78

[a]Correlations that both teacher groups agree upon.

[b]Correlations that both teacher groups disagreed upon.

Table 9

Correlations of $r \leq .095$ between Estimates of the Various Tasks Based on the "Should" Criterion by the Kindergarten Teacher Group

		Speaking								Reading				Writing		
		III	V	VI	d	f	g	h	j	I	II	V	VI	I	III	IV
				a												
Listening	I			.07		-.05	-.03					.03	.08[b]			
	II								-.09							
	III	.03			-.08				.07							
	IV	.02														
	V			.03[b]												
	VI	.07		.01					-.01							
	VII															
	VIII	-.01							-.02		.04			-.04		
														-.05		
Speaking	III		.07					.04		.02					-.07	
	V												.09			
	VIa						-.03						.06			
	c													.00		
	d													.08	.09	
	e													-.03		
	i										.08					-.02
	j												-.04			
Reading	II														-.00	
	VI															.00
Writing	I														.09	

[a] Correlations that both teacher groups agree upon.

[b] Correlations that both teacher groups disagreed upon.

Table 10

Correlations of $r > .694$ between Estimates of the Various Tasks Based on the "Should" Criterion by the Grade One Teacher Group

		Listening			Speaking												Reading		Writing		
		VI	VII	VIII	I c	II	III	IV	V	VI a	b	c	d	e	h	j	II	VI	I	III	IV
Listening	I																				
	V	.78[a]	.79[a]			.72												.71[b]		.74	
	VI		.75[a]			.75				.70[b]											
	VII			.94[a]				.81[a]				.80									
	VIII							.84[a]				.77									
Speaking	Ia								.85												
	b				.76[a]					.70											
	II						.76										.71[a]				
	IV										.75[a]	.82				.76					
	VIb											.71[a]				.76					
	c												.86[a]	.72	.78	.76					
	d													.85	.76	.77					
	e														.76						
	f														.76						
	g														.81						
	i															.73[a]					
Reading	I																		.76		
	IV																			.70	
	V																	.72			
Writing	III																				.71

[a]Correlations that both teacher groups agreed upon.

[b]Correlations that both teacher groups disagreed upon.

Table 11

Correlations of $r \leq .095$ between Estimates of the Various Tasks Based on the "Should" Criterion by the Grade One Teacher Group

		Listening		Speaking																	Reading					Writing		
		IV	VI	I	a	b	c	III	IV	V	VI	a	b	c	d	e	f	g	h	i	j	I	III	IV	V	VI	II	III	IV
Listening	I	.04																		-.04	-.08								
	II																.07				.02								-.02[b]
	III		-.05[b]						.07[b]														.09[b]	-.00	.08[b]			.01	.09
	IV		.08[b]				.09				-.05																.08		
	V																									.02			
	VI			.09			.02													.07									
	VII						.09																						.08
	VIII					.09	.09			.07											.09								-.03
Speaking	Ia						-.04[b]	.06							-.09			.03[b]				.01							
	b								.06						-.08				.01	-.01	-.03	-.03						.04	
	c							.07	.04[b]	-.02			.01[b]	.09[b]					-.02		.06			-.02			-.03		
	II																										.06[b]		
	III															.05		-.05				.04		-.05				-.03	
	V															-.09									-.07	-.07			
	VIa															-.09	-.06								.09		-.04		.09
	b																									-.05	-.02		.08
	c																										.04		
	d																										-.08		
	e																						.05				.03		
	f																						-.01	.06	.08				
	h																						.09						
	i																							-.00		-.06	-.07		.02
	j																							.05		-.07	.05		
Reading	III																										-.07[b]		.01
	V																										.05		

[a]Correlations that both teacher groups agreed upon.

[b]Correlations that both teacher groups disagreed upon.

Twelve of these high correlations marked in Tables 8 and 10 are correlations between the same tasks. These high correlations reveal agreement between the two teacher groups on the importance of skills basic to high performance on the particular two tasks. As occurred in the "could" part, more responses of both kindergarten and grade one teachers in the listening and speaking sections are correlated highly among themselves than are those in the other sections.

Table 8 reports that for the kindergarten teachers high correlations between L-I (Initial Sounds) and L-II (Rhyming Sounds), R-III (Own Name) and W-II (Own Name), and R-IV (Directional Concepts) and W-I (Letters) appear again on the "should" part. Furthermore, there are high relationships between R-IV (Directional Concepts) with R-III (Own Name), W-II (Own Name), and W-IV (Sentence), but only on the "should" criterion.

Table 10 shows that the correlations between L-I (Initial Sounds) and L-II (Rhyming Sounds), and R-IV (Directional Concepts) and R-III (Own Name) were also given by the grade one group but only on the "could" criterion. There are two other high correlations for both teacher groups. The kindergarten group's responses, based on the "should" criterion, reveal a high relationship between S-II (Categories) and R-II (Word Form), while the grade one group's responses produce a similarly high correlation, based on both criteria. On the contrary, the grade one group, based on the "should" criterion, indicates a high correlation between S-Ib (Function) and S-Ic (Part-Whole Relationship), while in this case it is the kindergarten group

which has this relationship on both criteria.

Table 9 indicates that correlations below .095 for the kindergarten teachers are more usual for the "could" criterion than for the "should" criterion. This is opposite to what Table 11 reveals for grade one teachers. There are more correlations on the "should" criterion than on the "could" criterion where the two teacher groups show absolute disagreement.

Tables 9 and 11 further indicate that while the kindergarten group produced more of the very low correlations between the listening tasks and the speaking tasks, the grade one group brought about more of these between the speaking tasks and the reading and writing tasks. It is worthy to note that this was reversed for the teacher groups in the correlations reported earlier for the same tasks on the "could" criterion (see Tables 5 and 7).

Conclusions

The following conclusions can be drawn from the preceding analysis of the findings:

1. Both the kindergarten and grade one teachers revealed a wide range of their estimates of the children's performance on each language-related skill task. The wide range of teacher expectations appeared both within and between groups of the teachers.

2. The kindergarten teachers, as a group, gave percentage estimates for more tasks than did the grade one teacher group in the listening and the speaking sections.

3. For the three sections involving the listening, speaking, and reading related skill tasks, the kindergarten group seemed to

correlate highly and positively the "could" responses with the "should" responses, the "could" responses with the "could" responses, and the "should" responses with the "should" responses. This was also true for the grade one group, but when all the tasks were examined this group produced fewer high correlations than did the kindergarten group.

4. The kindergarten and grade one teachers seemed to correlate differently their responses for certain language tasks. The kindergarten group produced more high correlations between the various listening skill tasks, between the listening and the speaking skill tasks, and between the various speaking skill tasks. The grade one group produced more high correlations only between the various speaking skill tasks.

5. The appearance of greater numbers of correlations below .095 on the "could" part but fewer on the "should" part suggests that the kindergarten teachers may have found fewer tasks that could be performed successfully by the children and that could be related to other tasks. In spite of this, the kindergarten teachers may view a greater number of tasks to be correlated with others in such a way that, should the children be able to perform certain tasks successfully, they should then be able to complete successfully the others as well.

6. The appearance of greater numbers of correlations below .095 on the "should" part but fewer on the "could" part suggests that the grade one teachers may have found a greater number of tasks that could be performed successfully by the children and that could be related to other language tasks. Despite this, the grade one

teachers may view a lesser number of the tasks to be related to others in such a way that, should the children be able to perform certain tasks successfully, they then should be able to complete successfully the others as well.

Comparisons between Teacher Expectations and Pupil Performance

Pupils' Actual Performance

The data related to the actual performance of the pupils on the selected language skill tasks were calculated and analyzed based on the percentage of the children who were successful and unsuccessful in completing each task. Table 12 includes the details.

Table 12 shows that, in each section, the tasks completed successfully by the highest percentage of the pupils were as follows: Tasks L-VI (Detail) 57 percent, S-Ib (Function) 100 percent, R-III (Own Name) 93 percent, and W-II (Own Name) 75 percent. The tasks completed by the lowest percentage of the children were as follows: L-III (Word Identification) 7 percent, S-VId (Unified Idea with More Abstract Qualities) 0 percent, S-VIj (Structuring Event) 0 percent, R-I (Letters) 11 percent, R-V (Signs) 11 percent, and W-III (Words) 11 percent.

Among the thirty-five task items in the four language-related skill sections, fourteen tasks were completed successfully by more than 50 percent of the twenty-eight beginning first graders randomly selected for this study. As a summary, in Table 13 these fourteen task items are ranked according to the percentage of the pupils able to complete them. The five task items accomplished by less than

Table 12

Number and Percentage of Beginning Grade One Inner-City Children Completing and Not Completing Each Task in Four Language-Related Skill Sections

Section and Task Item	Successfully Completed		Not Completed	
	Number	Percent	Number	Percent
Listening				
I	8	29	20	71
II	11	39	17	61
III	2	7	26	93
IV	14	50	14	50
V	15	54	13	46
VI	16	57	12	43
VII	6	21	22	79
VIII	8	29	20	71
Speaking				
I a	15	54	13	46
I b	28	100	0	0
I c	13	46	15	54
II	17	61	11	39
III	22	79	6	21
IV	1	4	27	96
V	23	82	5	18
VI a	5	18	23	82
VI b	13	46	15	54
VI c	9	32	19	68
VI d	0	0	28	100
VI e	1	4	27	96
VI f	5	18	23	82
VI g	11	39	17	61
VI h	22	79	6	21
VI i	3	11	25	89
VI j	0	0	28	100
Reading				
I	3	11	25	89
II	15	54	13	46
III	26	93	2	7
IV	18	64	10	36
V	3	11	25	89
VI	7	25	21	75
Writing				
I	4	14	24	86
II	21	75	7	25
III	3	11	25	89
IV	18	64	10	36

Table 13

Fourteen Language Tasks Successfully Completed by Fifty Percent or More of the Twenty-Eight Inner-City Grade One Children

LANGUAGE		PUPIL	
Section	Task Item	Number	Percent
Speaking	I b Function, action of	28	100
Reading	III Recognizing own name	26	93
Speaking	V Inference of emotional reaction	23	82
Speaking	III Comparison	22	79
Speaking	VI h Using appropriate transitional and connective words	22	79
Writing	II Writing own name	21	75
Reading	IV Understanding of directional concepts	18	64
Writing	IV Copying short sentence	18	64
Speaking	II Categories	17	61
Listening	VI Recalling detail	16	57
Listening	V Sequential relationships	15	54
Speaking	I a Attributes	15	54
Reading	II Recognizing word form	15	54
Listening	IV Syllable identification	14	50

10 percent of the children are indicated in Table 14.

Comparisons between Group Teacher Expectations and Pupils' Actual Performance

For any one task, the mean percentages calculated from the expectations of both teacher groups (see Table 2) were compared to the percentages calculated from the students' actual language performance (see Table 12). This comparison is shown graphically in Figures 1 to 8 which illustrate the discrepancies between the expectations of the two teacher groups and the actual language performance of the pupils on each task in four language skill sections. Comments on these discrepancies will be made in the next section.

Comparisons between Individual Teacher Expectations and Pupils' Actual Performance

In order to compare the percentage estimates of each teacher in both groups for a certain task with the actual performance of the pupils, it was necessary to determine a confidence interval for (1) the percentage of the beginning first grader who had successfully completed each task and (2) the percentage estimates indicated by each teacher for each task.

The standard error of a percentage was used to calculate the 95 percent confidence interval for the true population percentage, using data from the children who successfully completed the tasks. The teachers' point estimates were also used to calculate an interval. A point estimate referred to each percentage score the teacher indicated when she gave her judgment or estimate about the percentage of the children she felt could and should complete each task. An interval

Table 14

Five Language Tasks Successfully Completed by Less than Ten Percent of the Twenty-Eight Inner-City Grade One Children

Language		Pupil	
Section	Task Item	Number	Percent
Listening	III Word identification	2	7
Speaking	IV Story sequence	1	4
	VI e Evaluate situations	1	4
	VI d Unified idea with more abstract qualities	0	0
	VI j Structure events	0	0

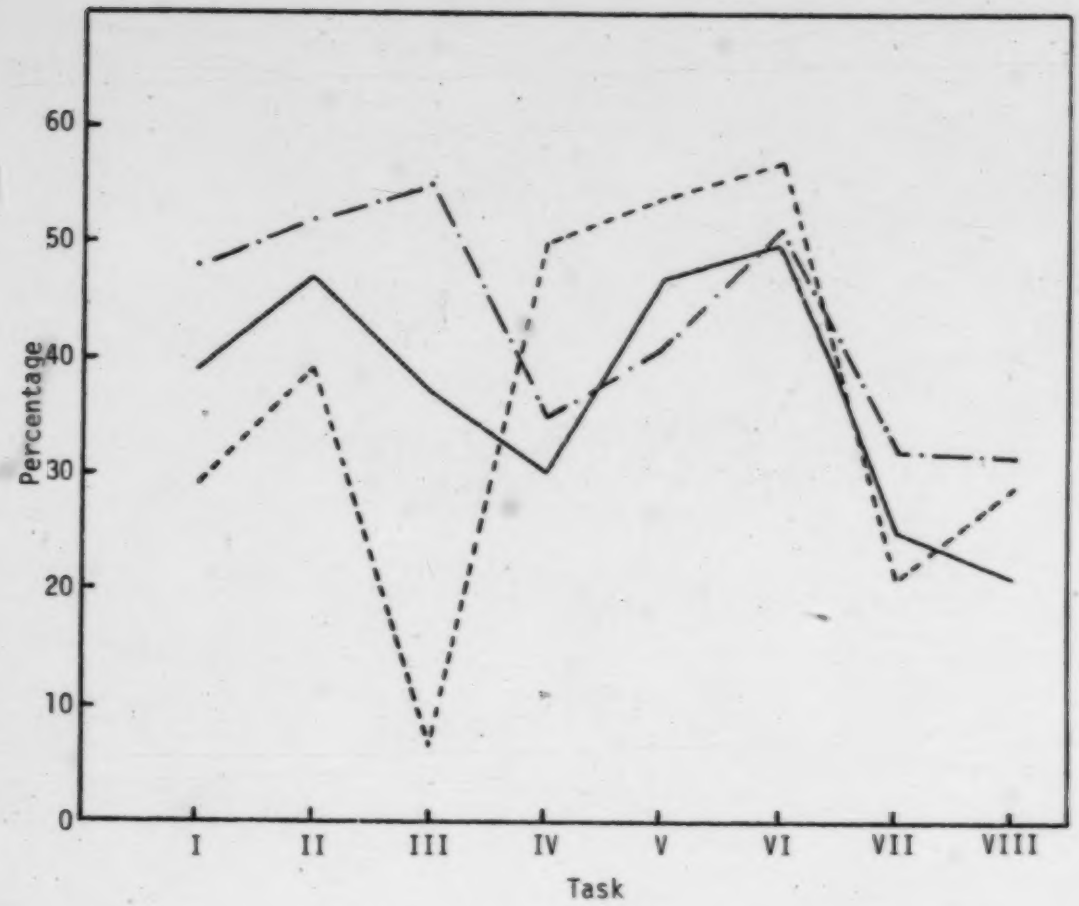

Figure 1

Comparisons between Teacher Expectations and Pupil Performance for Eight Language Tasks in Section 1: Listening, Based on the "Could" Criterion

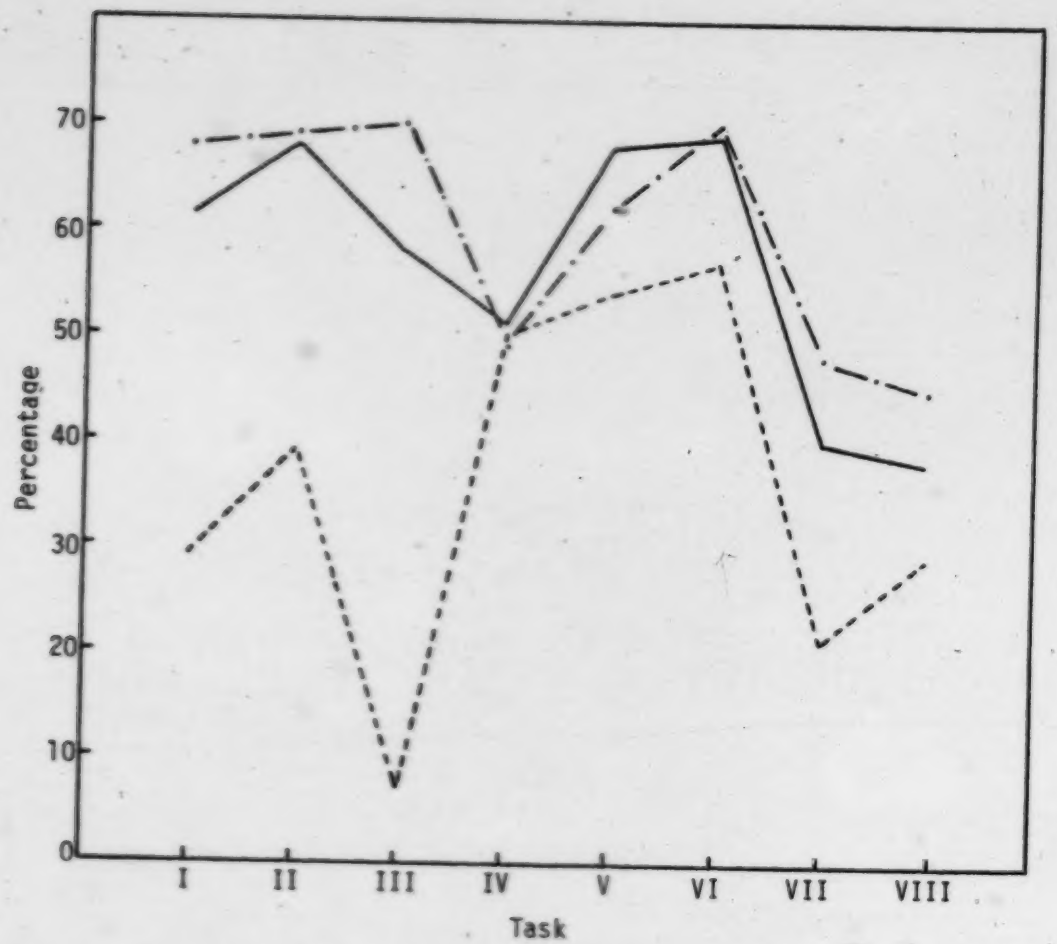

Figure 2

Comparisons between Teacher Expectations and Pupil Performance for Eight Language Tasks in Section 1: Listening, Based on the "Should" Criterion

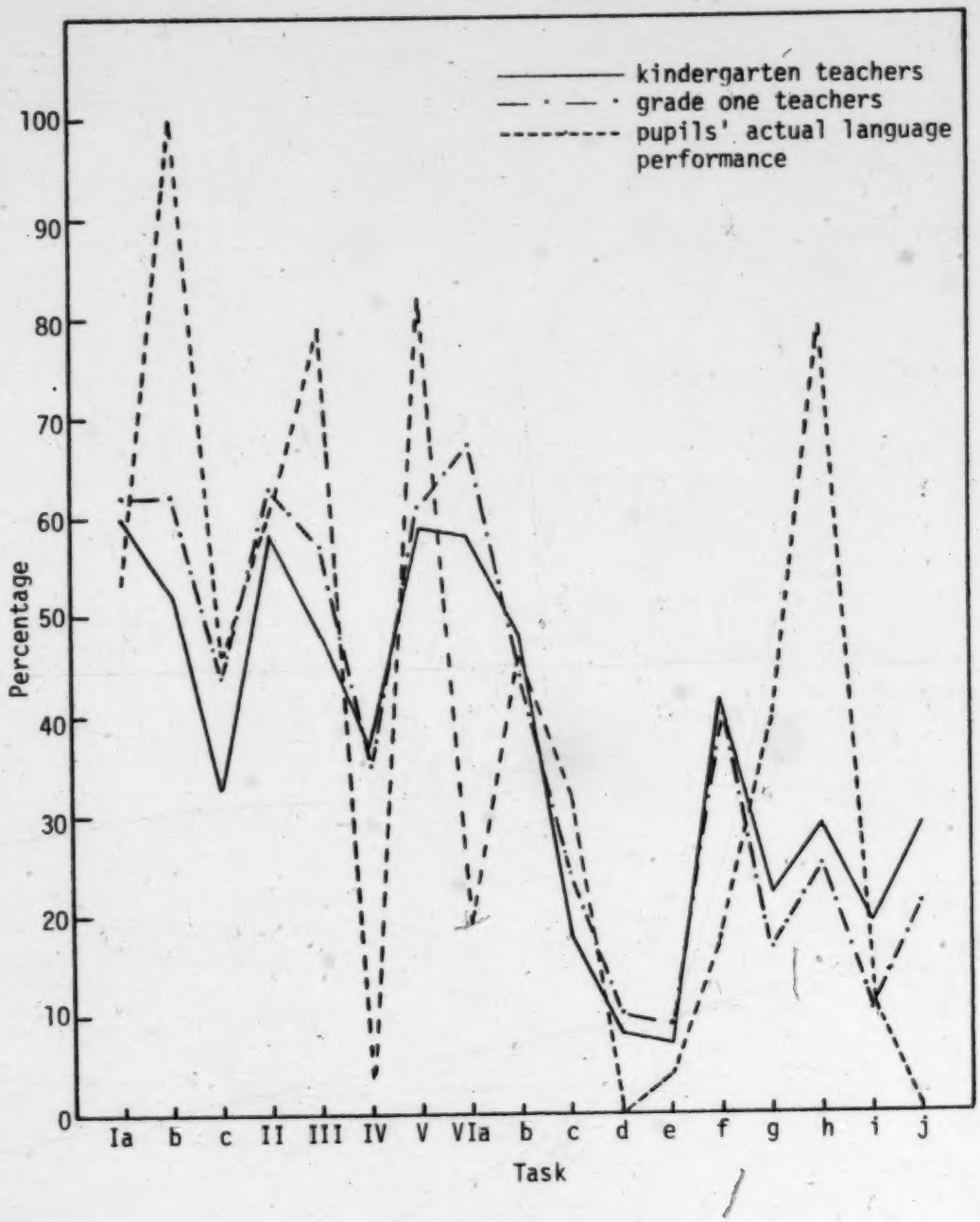

Figure 3

Comparisons between Teacher Expectations and Pupil Performance for Seventeen Items of Six Language Tasks in Section 2: Speaking, Based on the "Could" Criterion

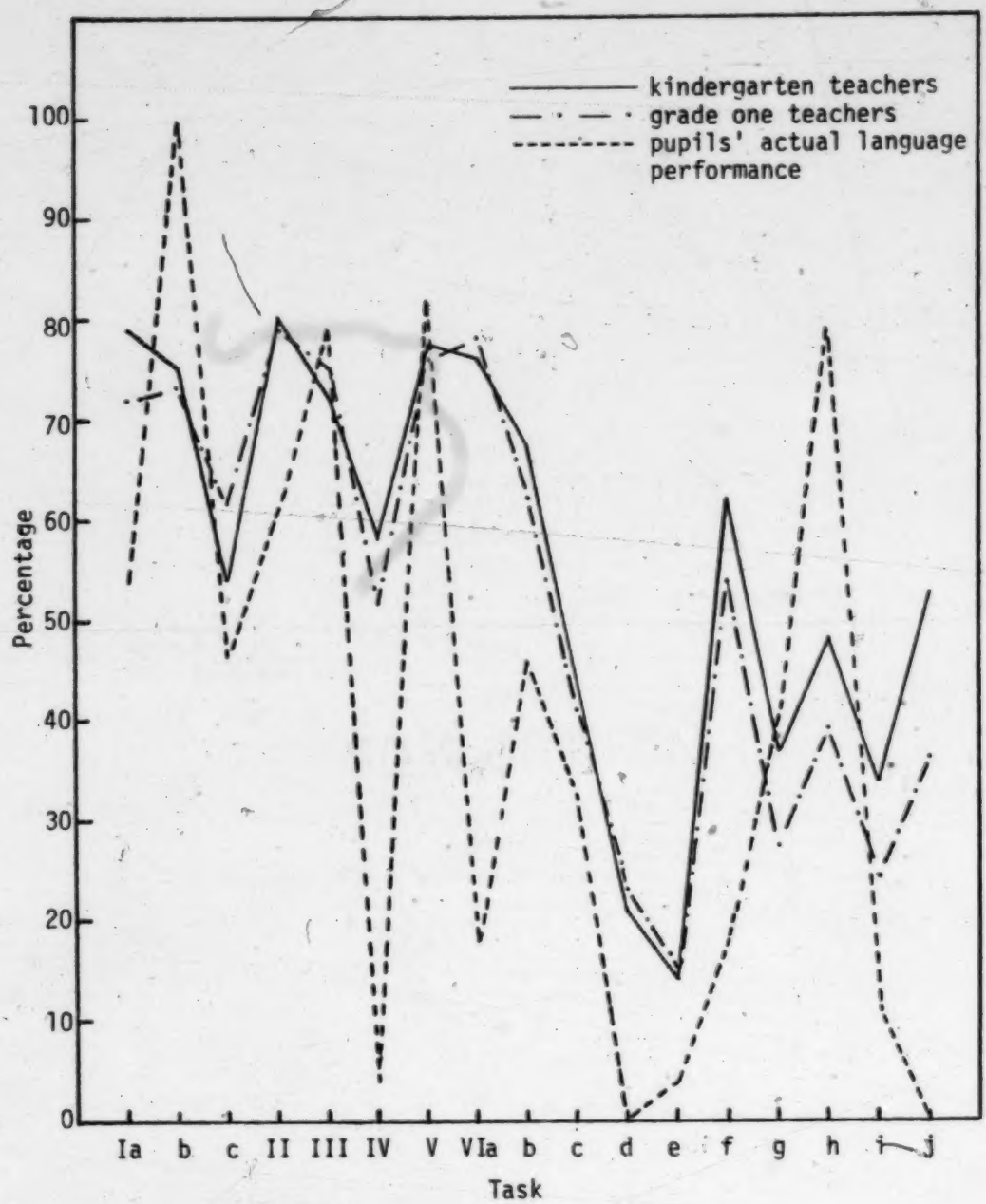

Figure 4

Comparisons between Teacher Expectations and Pupil Performance for Seventeen Items of Six Language Tasks in Section 2: Speaking, Based on the "Should" Criterion

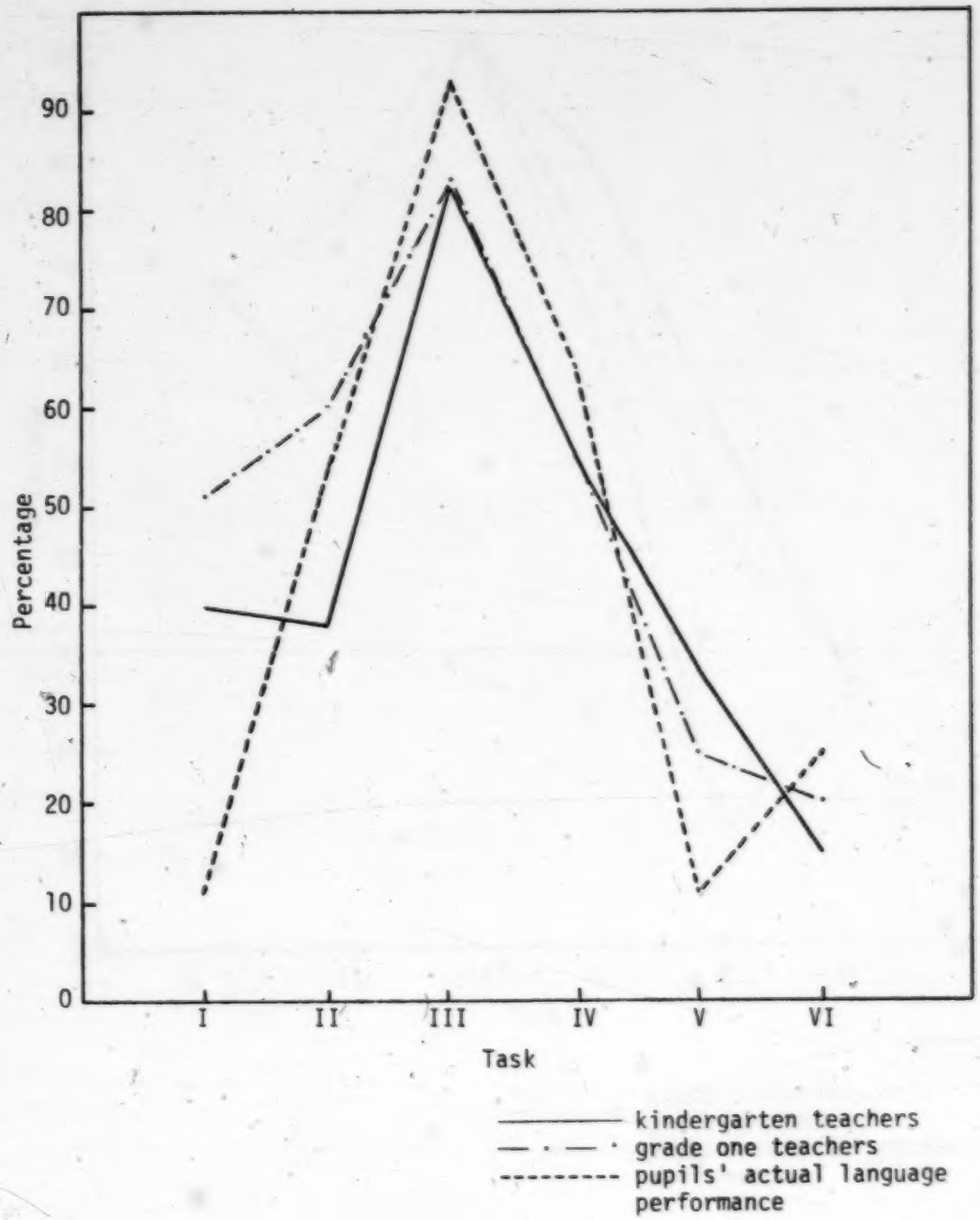

Figure 5

Comparisons between Teacher Expectations and Pupil Performance for Six Language Tasks in Section 3: Reading, Based on the "Could" Criterion

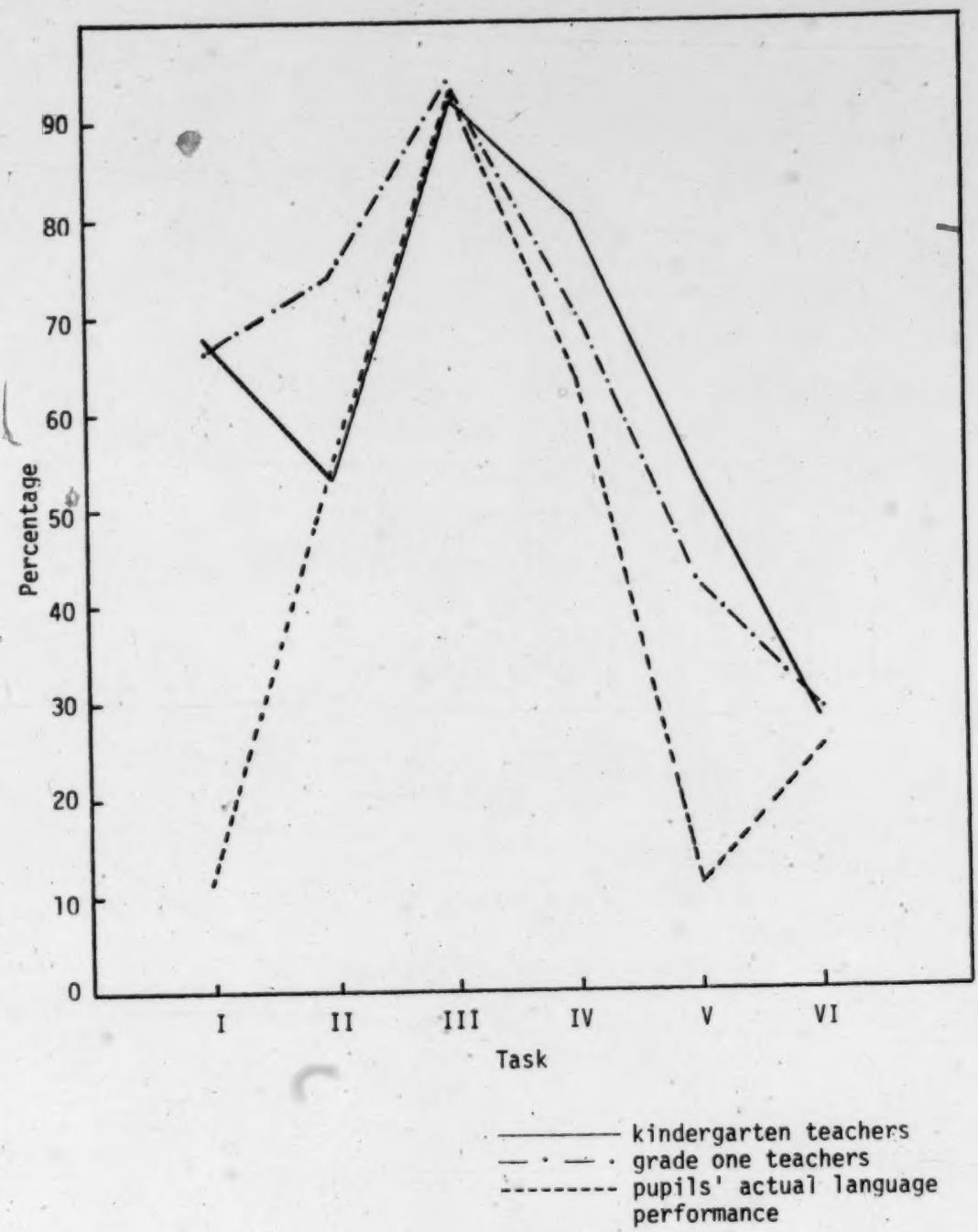

Figure 6

Comparisons between Teacher Expectations and Pupil Performance for Six Language Tasks in Section 3: Reading, Based on the "Should" Criterion

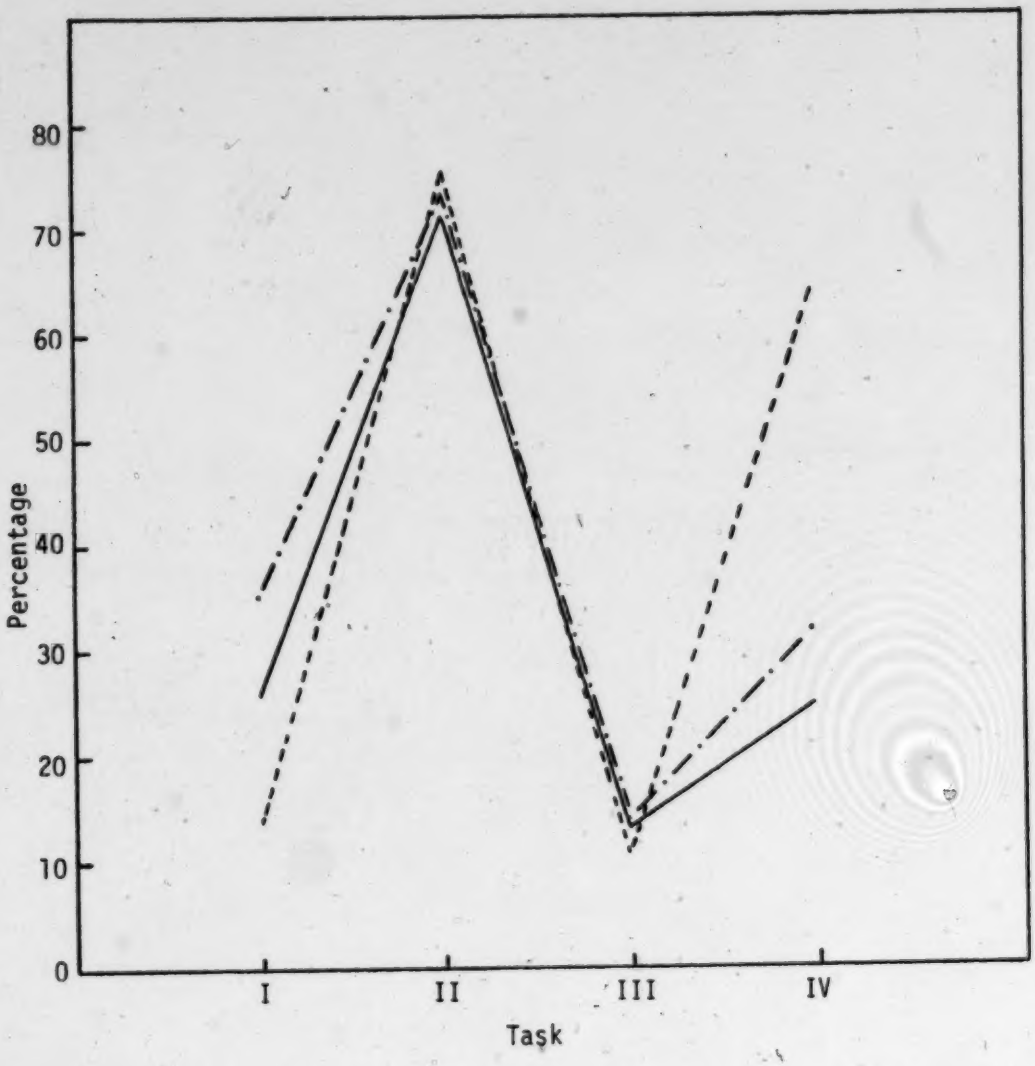

Figure 7

Comparisons between Teacher Expectations and Pupil Performance for Four Language Tasks in Section 4: Writing, Based on the "Could" Criterion

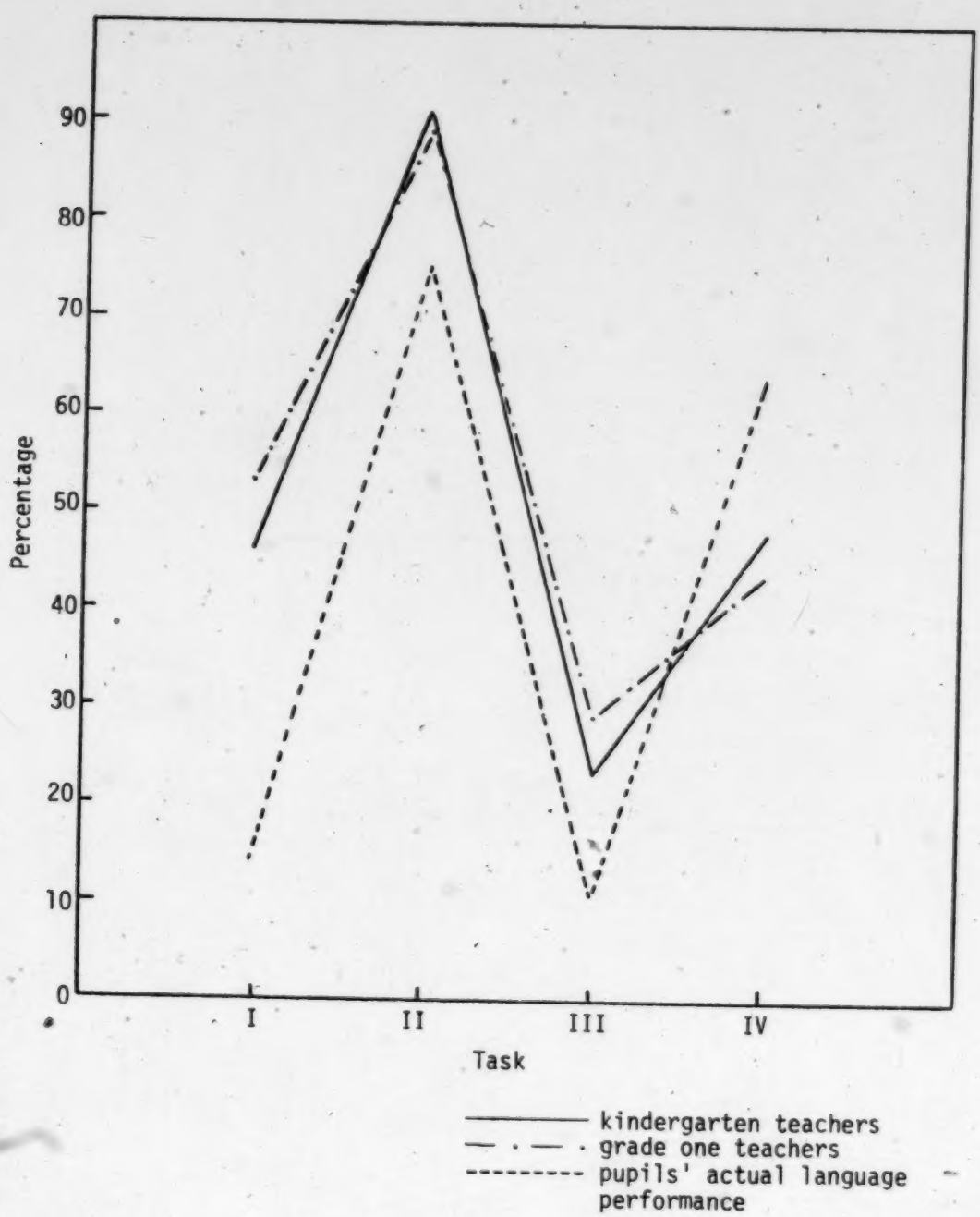

Figure 8

Comparisons between Teacher Expectations and Pupil Performance for Four Language Tasks in Section 4: Writing, Based on the "Should" Criterion

estimate was defined to be ±5 units on either side of the point estimate given. Since the teachers were asked to make estimates in 10 point units, an interval defined by 5 units above and below an estimate accounted for any shift a teacher might make in being forced to report percentages in multiples of 10 units. This provided a conservative recognition that a percentage given by the teacher was not precisely accurate.

The comparisons of these two confidence intervals, calculated through the procedures discussed above, were then made to differentiate and classify each teacher's responses on the two criterion measures for each task as being an underestimate, a close-estimate or an overestimate. To illustrate: the 95 percent level of confidence derived from the calculation of a standard error to determine the lower and upper limits of the confidence interval for pupils' performance on L-I (Initial Sounds) of 28.57 percent would set these two limits at 11.84 percent and 45.30 percent. If teacher A indicated 40 percent as her point estimate of the children whom she thought were capable of successfully completing this task, then the interval estimate of her response would be from 35 percent to 45 percent. The comparison of these two confidence intervals shows that they overlap. The response of teacher A, therefore, would be classified as a close-estimate.

The levels of expectations held by the kindergarten and grade one teachers and the levels of pupils' actual performance were specified. The extent and the nature of the differences between these levels were also identified. These findings provide answers to the research

questions two to six. Table 15 presents the pertinent data.

Comparisons based on the "could" criterion. Inspection of the "could" section of Table 15 reveals that more than 50 percent of the responding teachers underestimated five tasks, closely estimated eighteen, and overestimated seven from the total of thirty-five task items in the four language-related skill sections.

When taking each group separately, more than 50 percent of kindergarten teachers underestimated five tasks, closely estimated twenty, and overestimated six, while the same percentage of grade one teachers underestimated five tasks, closely estimated seventeen, and overestimated seven.

By comparison with the other tasks, S-Ib (Function) was underestimated by all kindergarten teachers (100 percent) and by almost all grade one teachers (96 percent).

The highest percentage of kindergarten teachers (85 percent) made close estimates for L-VIII (Generalization), while 87 percent was the highest percentage for grade one teachers who closely estimated S-VIi (Sentence Structure).

While S-VIj (Structuring Event) was overestimated by the highest percentage of kindergarten teachers (92 percent), S-VIa (Concrete Idea; Can Not See Relationship) was overestimated by the highest percentage of the grade one teachers (91 percent).

Further examination of the "could" part of Table 15 indicates that among the four language-related skill sections the kindergarten teachers made better estimates of the children's performance for the listening and writing sections. The grade one teachers did so too,

Table 15

Number and Percentage of Kindergarten and Grade One Teachers Categorized According to the Comparisons of Their Individual Estimates and the Pupils' Actual Performance

Section and Task Item	Group[a]	COULD				SHOULD			
		No Answer	Under Estimate	Close Estimate	Over Estimate	No Answer	Under Estimate	Close Estimate	Over Estimate
LISTENING									
I Initial sounds	K	--	--	9 (69%)	4 (31%)	--	--	4 (31%)	9 (69%)
	1	1 (4%)	--	13 (57%)	9 (39%)	--	--	6 (26%)	17 (74%)
	Total	1 (3%)	--	22 (61%)	13 (36%)	--	--	10 (28%)	26 (72%)
II Rhyming sounds	K	--	1 (8%)	9 (69%)	3 (23%)	--	--	4 (31%)	9 (69%)
	1	--	1 (4%)	18 (78%)	4 (17%)	--	--	6 (26%)	17 (74%)
	Total	--	2 (6%)	27 (75%)	7 (19%)	--	--	10 (28%)	26 (72%)
III Word identification	K	4 (31%)	--	3 (23%)	6 (46%)	4 (31%)	--	1 (8%)	8 (62%)
	1	5 (22%)	--	1 (4%)	17 (74%)	7 (30%)	--	--	16 (70%)
	Total	9 (25%)	--	4 (11%)	23 (64%)	11 (31%)	--	1 (3%)	24 (67%)
IV Syllable identification	K	4 (31%)	3 (23%)	6 (46%)	--	3 (23%)	1 (8%)	7 (54%)	2 (15%)
	1	2 (9%)	9 (39%)	10 (44%)	2 (9%)	3 (13%)	4 (17%)	13 (57%)	3 (13%)
	Total	6 (17%)	12 (33%)	16 (44%)	2 (6%)	6 (17%)	5 (14%)	20 (56%)	5 (14%)
V Sequential relationship	K	--	5 (39%)	4 (31%)	4 (31%)	--	2 (15%)	5 (39%)	6 (46%)
	1	--	11 (48%)	10 (44%)	2 (9%)	--	4 (17%)	11 (48%)	8 (35%)
	Total	--	16 (44%)	14 (39%)	6 (17%)	--	6 (17%)	16 (44%)	14 (39%)

[a] K = 13 kindergarten teachers
1 = 23 grade one teachers.

Table 15 (continued)

Section and Task Item	Group[a]	COULD				SHOULD			
		No Answer	Under Estimate	Close Estimate	Over Estimate	No Answer	Under Estimate	Close Estimate	Over Estimate
VI Detail	K	--	3 (23%)	10 (77%)	--	--	2 (15%)	7 (54%)	4 (31%)
	1	--	4 (17%)	18 (78%)	1 (4%)	1 (4%)	1 (4%)	18 (78%)	3 (13%)
	Total	--	7 (19%)	28 (78%)	1 (3%)	1 (3%)	3 (8%)	25 (69%)	7 (19%)
VII Main idea	K	--	1 (8%)	10 (77%)	2 (15%)	--	2 (15%)	5 (39%)	6 (46%)
	1	3 (13%)	2 (9%)	12 (52%)	6 (26%)	3 (13%)	--	9 (39%)	11 (48%)
	Total	3 (8%)	3 (8%)	22 (61%)	8 (22%)	3 (8%)	2 (6%)	14 (39%)	17 (47%)
VIII Generalization	K	--	2 (15%)	11 (85%)	--	--	2 (15%)	6 (46%)	5 (39%)
	1	3 (13%)	1 (4%)	17 (74%)	2 (9%)	2 (9%)	--	13 (57%)	8 (35%)
	Total	3 (8%)	3 (8%)	28 (78%)	2 (6%)	2 (6%)	2 (6%)	19 (53%)	13 (36%)
SPEAKING									
I a Attributes	K	--	1 (8%)	9 (69%)	3 (23%)	--	1 (8%)	4 (31%)	8 (62%)
	1	1 (4%)	4 (17%)	8 (35%)	10 (44%)	1 (4%)	1 (4%)	9 (39%)	12 (52%)
	Total	1 (3%)	5 (14%)	17 (47%)	13 (36%)	1 (3%)	2 (6%)	13 (36%)	20 (56%)
b Function, action of	K	--	13(100%)	--	--	--	10 (77%)	3 (23%)	--
	1	--	22 (96%)	1 (4%)	--	1 (4%)	21 (91%)	1 (4%)	--
	Total	--	35 (97%)	1 (3%)	--	1 (3%)	31 (86%)	4 (11%)	--
c Part-whole relation	K	1 (8%)	3 (23%)	9 (69%)	--	1 (8%)	2 (15%)	7 (54%)	3 (23%)
	1	1 (4%)	5 (22%)	12 (52%)	5 (22%)	3 (13%)	1 (4%)	10 (44%)	9 (39%)
	Total	2 (6%)	8 (22%)	21 (58%)	5 (14%)	4 (11%)	3 (8%)	17 (47%)	12 (33%)

[a] K = 13 kindergarten teachers
1 = 23 grade one teachers

Table 15 (continued)

Section and Task Item	Group[a]	COULD: No Answer	COULD: Under Estimate	COULD: Close Estimate	COULD: Over Estimate	SHOULD: No Answer	SHOULD: Under Estimate	SHOULD: Close Estimate	SHOULD: Over Estimate
II Categories	K	--	2 (15%)	9 (69%)	2 (15%)	--	--	7 (54%)	6 (46%)
	1	--	2 (9%)	18 (78%)	3 (13%)	1 (4%)	1 (4%)	12 (52%)	9 (39%)
	Total	--	4 (11%)	27 (75%)	5 (14%)	1 (3%)	1 (3%)	19 (53%)	15 (42%)
III Comparison	K	--	7 (54%)	6 (46%)	--	--	5 (39%)	5 (39%)	3 (23%)
	1	--	8 (35%)	15 (65%)	--	1 (4%)	3 (13%)	17 (74%)	2 (9%)
	Total	--	15 (42%)	21 (58%)	--	1 (3%)	8 (22%)	22 (61%)	5 (14%)
IV Story sequence	K	--	--	3 (23%)	10 (77%)	--	--	1 (8%)	12 (92%)
	1	1 (4%)	--	3 (13%)	19 (83%)	3 (13%)	--	1 (4%)	19 (83%)
	Total	1 (3%)	--	6 (17%)	29 (81%)	3 (8%)	--	2 (6%)	31 (86%)
V Inference of emotional reaction	K	--	7 (54%)	6 (46%)	--	1 (8%)	3 (23%)	9 (69%)	--
	1	--	13 (57%)	10 (44%)	--	--	6 (26%)	17 (74%)	--
	Total	--	20 (56%)	16 (44%)	--	1 (3%)	9 (25%)	26 (72%)	--
VI a Storytelling—concrete idea; cannot see relationship	K	2 (15%)	--	2 (15%)	9 (69%)	2 (15%)	--	1 (8%)	10 (77%)
	1	--	--	2 (9%)	21 (91%)	1 (4%)	--	1 (4%)	21 (91%)
	Total	2 (6%)	--	4 (11%)	30 (83%)	3 (8%)	--	2 (6%)	31 (86%)

[a] K = 13 kindergarten teachers.
1 = 23 grade one teachers.

Table 15 (continued)

Section and Task Item	Group[a]	COULD: No Answer	COULD: Under Estimate	COULD: Close Estimate	COULD: Over Estimate	SHOULD: No Answer	SHOULD: Under Estimate	SHOULD: Close Estimate	SHOULD: Over Estimate
b	K	--	3 (23%)	7 (54%)	3 (23%)	--	1 (8%)	3 (23%)	9 (69%)
Concrete idea;	1	--	5 (22%)	14 (61%)	4 (17%)	1 (4%)	--	13 (57%)	9 (39%)
can see relationship	Total	--	8 (22%)	21 (58%)	7 (19%)	1 (3%)	1 (3%)	16 (44%)	18 (50%)
c	K	--	4 (31%)	8 (62%)	1 (8%)	1 (8%)	--	10 (77%)	2 (15%)
Interpret thought,	1	1 (4%)	3 (13%)	16 (70%)	3 (13%)	2 (9%)	1 (4%)	13 (57%)	7 (30%)
feeling and motives	Total	1 (3%)	7 (19%)	24 (67%)	4 (11%)	3 (8%)	1 (3%)	23 (64%)	9 (25%)
d	K	1 (8%)	--	7 (54%)	5 (39%)	2 (15%)	--	3 (23%)	8 (62%)
Unified idea with	1	3 (13%)	--	9 (39%)	11 (48%)	5 (22%)	--	2 (9%)	16 (70%)
more abstract qualities	Total	4 (11%)	--	16 (44%)	16 (44%)	7 (19%)	--	5 (14%)	24 (67%)
e	K	1 (8%)	--	10 (77%)	2 (15%)	1 (8%)	--	9 (69%)	3 (23%)
Evaluate situa-	1	3 (13%)	--	16 (70%)	4 (17%)	3 (13%)	--	15 (65%)	5 (22%)
tion, make judgement	Total	4 (11%)	--	26 (72%)	6 (17%)	4 (11%)	--	24 (67%)	8 (22%)
f	K	--	--	6 (46%)	7 (54%)	--	--	2 (15%)	11 (85%)
Focus on main	1	1 (4%)	--	10 (44%)	12 (52%)	2 (9%)	--	5 (22%)	16 (70%)
idea(s)	Total	1 (3%)	--	16 (44%)	19 (53%)	2 (6%)	--	7 (19%)	27 (75%)

[a]K = 13 kindergarten teachers
1 = 23 kindergarten teachers

Table 15 (continued)

Section and Task Item	Group[a]	COULD: No Answer	COULD: Under Estimate	COULD: Close Estimate	COULD: Over Estimate	SHOULD: No Answer	SHOULD: Under Estimate	SHOULD: Close Estimate	SHOULD: Over Estimate
g	K	--	5 (39%)	7 (54%)	1 (8%)	--	3 (23%)	8 (62%)	2 (15%)
Words conveying	1	3 (13%)	13 (57%)	6 (26%)	1 (4%)	4 (17%)	5 (22%)	13 (57%)	1 (4%)
appropriate meaning	Total	3 (8%)	18 (50%)	13 (36%)	2 (6%)	4 (11%)	8 (22%)	21 (58%)	3 (8%)
h	K	--	12 (92%)	1 (8%)	--	1 (8%)	7 (54%)	5 (39%)	--
Appropriate trans-	1	1 (4%)	20 (87%)	1 (4%)	1 (4%)	2 (9%)	17 (74%)	2 (9%)	2 (9%)
itional and connective words	Total	1 (3%)	32 (89%)	2 (6%)	1 (3%)	3 (8%)	24 (67%)	7 (19%)	2 (6%)
i	K	1 (8%)	--	8 (62%)	4 (31%)	2 (15%)	--	4 (31%)	7 (54%)
Sentence struc-	1	3 (13%)	--	20 (87%)	--	5 (22%)	--	10 (44%)	8 (35%)
ture complex, simple	Total	4 (11%)	--	28 (78%)	4 (11%)	7 (19%)	--	14 (39%)	15 (42%)
j	K	1 (8%)	--	--	12 (92%)	1 (8%)	--	--	12 (92%)
Structure events	1	1 (4%)	--	3 (13%)	19 (83%)	3 (13%)	--	--	20 (87%)
	Total	2 (6%)	--	3 (8%)	31 (86%)	4 (11%)	--	--	32 (89%)
READING									
I	K	--	--	5 (39%)	8 (62%)	1 (8%)	--	1 (8%)	11 (85%)
Letter names	1	--	--	6 (26%)	17 (74%)	--	--	3 (13%)	20 (87%)
	Total	--	--	11 (31%)	25 (69%)	1 (3%)	--	4 (11%)	31 (86%)

[a] K = 13 kindergarten teachers
1 = 23 grade one teachers

Table 15 (continued)

Section and Task Item	Group[a]	COULD				SHOULD			
		No Answer	Under Estimate	Close Estimate	Over Estimate	No Answer	Under Estimate	Close Estimate	Over Estimate
II Word form	K	--	6 (46%)	6 (46%)	1 (8%)	--	4 (31%)	6 (46%)	3 (23%)
	1	--	3 (13%)	14 (61%)	6 (26%)	--	1 (4%)	10 (44%)	12 (52%)
	Total	--	9 (25%)	20 (56%)	7 (19%)	--	5 (14%)	16 (44%)	15 (42%)
III Own name	K	--	3 (23%)	10 (77%)	--	--	2 (15%)	11 (85%)	--
	1	1 (4%)	6 (26%)	16 (70%)	--	1 (4%)	2 (9%)	20 (87%)	--
	Total	1 (3%)	9 (25%)	26 (72%)	--	1 (3%)	4 (11%)	31 (86%)	--
IV Directional concepts	K	1 (8%)	3 (23%)	9 (69%)	--	--	1 (8%)	4 (31%)	8 (62%)
	1	--	6 (26%)	16 (70%)	1 (4%)	1 (4%)	4 (17%)	8 (35%)	10 (44%)
	Total	1 (3%)	9 (25%)	25 (69%)	1 (3%)	1 (3%)	5 (14%)	12 (33%)	18 (50%)
V Familiar signs	K	1 (8%)	--	4 (31%)	8 (62%)	1 (8%)	--	2 (15%)	10 (77%)
	1	2 (9%)	--	10 (44%)	11 (48%)	4 (17%)	--	4 (17%)	15 (65%)
	Total	3 (8%)	--	14 (39%)	19 (53%)	5 (14%)	--	6 (17%)	25 (69%)
VI Words	K	2 (15%)	3 (23%)	8 (62%)	--	2 (15%)	2 (15%)	7 (54%)	2 (15%)
	1	2 (9%)	7 (30%)	9 (39%)	5 (22%)	4 (17%)	3 (13%)	9 (39%)	7 (30%)
	Total	4 (11%)	10 (28%)	17 (47%)	5 (14%)	6 (17%)	5 (14%)	16 (44%)	9 (25%)

[a]K = 13 kindergarten teachers
1 = 23 grade one teachers

Table 15 (continued)

Section and Task Item	Group[a]	COULD				SHOULD			
		No Answer	Under Estimate	Close Estimate	Over Estimate	No Answer	Under Estimate	Close Estimate	Over Estimate
WRITING									
I Letters	K	1 (8%)	--	8 (62%)	4 (31%)	1 (8%)	--	5 (39%)	7 (54%)
	1	1 (4%)	--	10 (44%)	12 (52%)	3 (13%)	--	5 (22%)	15 (65%)
	Total	2 (6%)	--	18 (50%)	16 (44%)	4 (11%)	--	10 (28%)	22 (61%)
II Own name	K	--	3 (23%)	9 (69%)	1 (8%)	1 (8%)	1 (8%)	4 (31%)	7 (54%)
	1	--	4 (17%)	16 (70%)	3 (13%)	--	3 (13%)	5 (22%)	15 (65%)
	Total	--	7 (19%)	25 (69%)	4 (11%)	1 (3%)	4 (11%)	9 (25%)	22 (61%)
III Familiar words	K	2 (15%)	--	9 (69%)	2 (15%)	1 (8%)	--	6 (46%)	6 (46%)
	1	1 (4%)	--	16 (70%)	6 (26%)	3 (13%)	--	9 (39%)	11 (48%)
	Total	3 (8%)	--	25 (69%)	8 (22%)	4 (11%)	--	15 (42%)	17 (47%)
IV Short sentence	K	--	11 (85%)	2 (15%)	--	--	5 (39%)	6 (46%)	2 (15%)
	1	2 (9%)	15 (65%)	5 (22%)	1 (4%)	3 (13%)	11 (48%)	6 (26%)	3 (13%)
	Total	2 (6%)	26 (72%)	7 (19%)	1 (3%)	3 (8%)	16 (44%)	12 (33%)	5 (14%)

[a] K = 13 kindergarten teachers
1 = 23 grade one teachers

but only for the listening section. Among the thirty-five items of the twenty-four language tasks, both teacher groups seemed to have greater difficulty in making estimates based on their own perception of the children's ability to do the following:

1. to perceive spoken words, syllables and phonemes (L-III, L-IV),

2. to perceive and express sequential relationships of a story (L-V, S-IV),

3. to describe objects according to their functions (S-Ib),

4. to use inferences in expressing the relationships among objects, people, and events in a given situation (S-V),

5. to tell a story with only a concrete idea and can not see relationships between characters and events (S-VIa),

6. to express the organized ideas explicitly in words and sentences (S-VIf, g, h, and j),

7. to recognize letters and familiar signs (R-I, R-V), and

8. to copy familiar related words in a given sequence (W-IV).

Figures 1, 3, 5, and 7 also reveal the discrepancies between the mean estimates of the two teacher groups and the mean performance of the pupils on each task.

The patterns of the responses of the two teacher groups on the "could" part of the thirty-five task items were as follows:

1. low underestimation, high close-estimation, and low overestimation for twenty-one task items,

2. high underestimation, low close-estimation, and low overestimation for six task items,

3. low underestimation, low close-estimation, and high overestimation for seven task items.

Comparisons based on the "should" criterion. The "should" part of Table 15 denotes that more than 50 percent of all the teachers involved in this study underestimated two tasks, closely estimated ten, and overestimated fifteen out of thirty-five task items in all four language-related skill sections.

When taking each teacher group separately, more than 50 percent of the kindergarten group underestimated two tasks, closely estimated ten, and overestimated sixteen, while the same percentage of the grade one group underestimated two tasks, closely estimated eleven, and overestimated fourteen.

By comparison with the other tasks, S-Ib (Function) was underestimated by the highest percentage of kindergarten (77 percent) and grade one (91 percent) teachers.

The highest percentage of teachers in kindergarten (85 percent) and grade one (87 percent) groups closely estimated R-III (Own Name).

As in the "could" part, while the highest percentage of kindergarten teachers (92 percent) overestimated S-VIj (Structuring Events), the highest percentage of grade one teachers (91 percent) overestimated S-VIa (Concrete Idea; Cannot see Relationship).

Inspection of the "should" section of Table 15 also reveals that among the thirty-five task items of the twenty-four language tasks, the kindergarten and grade one teachers appeared to make better estimates based on the "should" criterion than those based on the "could" criterion for the following task items: L-IV (Syllable

Identification), L-V (Sequential Relationships), S-V (Inferences), S-VIg (Words Conveying Appropriate Meanings), and R-III (Own Name). However, when all the tasks were examined, it was found that generally both teacher groups made more reasonable predictions for the children's language performance on the "could" part than they did on the "should" part. Figures 2, 4, 6, and 8 also support these results.

The patterns of the responses of the two teacher groups on the "should" part of the thirty-five task items were as follows:

1. low underestimation, high close-estimation, and low overestimation for fourteen task items,

2. high underestimation, low close-estimation, and low overestimation for three task items,

3. low underestimation, low close-estimation, and high overestimation for eighteen task items.

In addition, it is interesting to note that none of the teachers in the two groups closely estimated S-VIj (Structuring Event), and that only less than 50 percent of all the responding teachers made close estimates for all the four tasks in the writing section.

Conclusions

1. There is a wide range (from 100 percent to 0 percent) in the percentages of the beginning grade one inner-city children who successfully completed the thirty-five task items. This variation may be attributed to the ease and the difficulty of the tasks.

2. The findings in this section bear out the earlier

conclusion that there is a high range of teacher expectations on all language-related skill tasks. This wide range of teacher expectations was represented by the pattern of high or low underestimation, close-estimation, and overestimation for each of the thirty-five task items.

3. Generally, both kindergarten and grade one teachers revealed higher expectations based on the "should" criterion than they did when based on the "could" criterion.

4. Both kindergarten and grade one teachers appeared to make more reasonable expectations for language performance of the beginning grade one inner-city children on the "could" part than they did on the "should" part.

5. The grade one teacher group indicated higher expectations for these children's actual language performance on the "could" part than did the kindergarten teacher group. On the contrary, the kindergarten group revealed higher expectations for the language performance of these children on the "should" part than did the grade one teacher group.

Comparisons between Expectations of the Two Teacher Groups

Hypotheses Testing

Question seven related to the extent and nature of the differences, if they existed, between the expectations held by the kindergarten and the grade one teachers for children's performance on the selected language tasks. The statistical method called Two-sample Hotelling T^2 Test was used to test the hypotheses based on question seven. The stated hypotheses were:

1. There are no significant differences between the kindergarten teachers' mean estimates based on the "could" criterion and those of the grade one teachers based on the "could" criterion for the various tasks in each of the four language-related skill sections.

2. There are no significant differences between the kindergarten teachers' mean estimates based on the "should" criterion and those of the grade one teachers based on the "should" criterion for the various tasks in each of the four language-related skill sections.

The Hotelling T^2 test provided an analysis of the difference between mean values of all variables for the two sets for equal or unequal observations (Morrison, 1976). According to this statistical procedure, the teachers in both groups who had indicated "unable to estimate" for any one task in a certain section were not included in the number of observations used in the calculation for the grand mean of that language section. Therefore, the number of observations used in the calculations of the two group mean vectors was the same as the number of the teachers in both groups who gave a percentage estimate for each task in a section.

The advantage of using this statistical procedure is that it provides a simultaneous comparison of all mean values for samples taken from multivariate normal populations. This method is efficient in combining information for differentiation by taking into account the interrelations, if they exist, between the variables. It also makes possible the evaluation of the information provided by the several measurements of group means (Morrison, 1976). The traditional t test method only compares the significance of the differences

between the means of groups, taking each variable separately. Moreover, the observations used in the calculation of each group mean are treated by this t test method as being from different samples although in reality they are from the same group (Ferguson, 1976). In contrast, the T^2 test treats these observations as one sample taken from a population with equal variance and equal covariance. It also provides multiple comparisons which take each variable separately, as the t test does. The multiple comparisons supply the analysis that identifies which variables are important to the rejection of the null hypothesis, when a significant difference between the means of groups exists (Morrison, 1976). The T^2 test, therefore, was considered appropriate for analysing the data to answer the seventh question of this study.

Results

The mean estimates of the kindergarten and grade one teachers for the various tasks in each language section are presented on both the "could" and the "should" parts in Tables 16-19.

Table 20 summarizes and presents all findings of the T^2 test analyses. The hypotheses, stating no significant differences between the mean estimates of the kindergarten teachers and those of the grade one teachers for the tasks in the speaking, the reading, and the writing sections, were fully confirmed on both the "could" and the "should" parts. As for the listening section, the hypothesis was confirmed only on the "could" part. A significant difference was found on the "should" part between the mean estimates of the two teacher groups for this section. However, the results of the multiple

Table 16

Group-Mean Vectors of the Kindergarten and Grade One Teachers for Section 1: Listening Based on the "Could" and the "Should" Criteria

Section 1 Listening	COULD		SHOULD	
	Kindergarten n = 8	Grade One n = 15	Kindergarten n = 9	Grade One n = 15
Initial sounds	43.8	46.0	63.3	65.3
Rhyming sounds	47.5	52.7	68.9	70.0
Word identification	40.0	58.0	57.8	71.3
Syllable identification	28.8	44.0	47.8	57.3
Sequential relationship	45.0	41.3	64.5	57.3
Detail	46.3	55.3	62.2	68.0
Main idea	22.5	33.3	31.0	48.7
Generalization	20.0	31.3	33.3	48.0
Significant at $p < .05$	T^2 test: Probability = .196		T^2 test: Probability = .045	

Table 17

Group-Mean Vectors of the Kindergarten and Grade One Teachers for Section 2: Speaking Based on the "Could" and the "Should" Criteria

Section 2 Speaking	COULD		SHOULD	
	Kindergarten n = 8	Grade One n = 18	Kindergarten n = 4	Grade One n = 16
Attributes	58.8	61.0	82.5	73.8
Function, action of	51.3	60.6	80.0	71.9
Part-whole relationship	32.5	44.4	60.0	63.8
Categories	58.8	60.6	82.5	78.0
Comparison	51.3	55.0	82.5	73.8
Story sequence	32.5	33.3	60.0	53.0
Inference of emotional actions	50.0	56.7	72.5	75.6
Storytelling—concrete idea, cannot see relationship	62.5	66.0	87.5	76.3
Concrete idea, can see relationship	43.8	41.7	72.5	60.6
Interpret thought, feeling, and motives	18.8	22.8	45.0	43.0
Unified idea with more abstract qualities	7.5	10.0	25.0	24.4
Evaluate situations, make judgments	1.3	10.0	12.5	18.0
Focus on main idea(s)	33.8	38.9	57.5	53.8
Words conveying appropriate meaning	13.8	16.0	25.0	28.0
Appropriate transitional and connective words	22.5	23.9	32.5	38.8
Sentence structure complex, simple	11.3	11.7	20.0	26.3
Structure events	23.8	21.0	37.5	37.5
Significant at $p < .05$	T^2 test: Probability = .685		T^2 test: Probability = .906	

Table 18

Group-Mean Vectors of the Kindergarten and Grade One Teachers for Section 3: Reading Based on the "Could" and the "Should" Criteria

	COULD		SHOULD	
Section 3 Reading	Kindergarten n = 10	Grade One n = 19	Kindergarten n = 10	Grade One n = 19
Letter names	40.0	48.4	68.0	64.2
Word form	39.0	58.9	59.0	73.7
Own name	82.0	82.6	95.0	94.7
Directional concepts	52.0	55.8	81.0	67.9
Familiar signs	34.0	25.8	57.0	42.0
Words	14.0	21.6	31.0	29.5
Significant at $p < .05$	T^2 test: Probability = .120		T^2 test: Probability = .103	

Table 19

Group-Mean Vectors of the Kindergarten and Grade One Teachers for Section 4: Writing Based on the "Could" and the "Should" Criteria

Section 4 Writing	COULD		SHOULD	
	Kindergarten n = 10	Grade One n = 20	Kindergarten n = 10	Grade One n = 19
Letters	25.0	35.0	51.0	53.2
Own name	81.0	71.0	92.0	90.0
Words	14.0	14.0	23.0	27.9
Sentence	25.0	31.0	52.0	42.6
Significant at $p < .05$	T^2 test: Probability = .166		T^2 test: Probability = .753	

Table 20

Probability of the Differences between the Group-Mean Vectors of the Kindergarten Teachers and Those of the Grade One Teachers for Each Language Section Based on the "Could" and the "Should" Criteria

Section of Language Tasks	COULD	SHOULD
	T^2 Test: Probability	T^2 Test: Probability
Section 1: Listening	.196	.045*
Section 2: Speaking	.685	.906
Section 3: Reading	.120	.103
Section 4: Writing	.166	.753

*Significant at $p < .05$.

comparisons revealed that no single variable could be identified as contributing more than others to the overall significant difference.

Conclusions

There were no significant differences between the kindergarten teachers' expectations and the grade one teachers' expectations based on both criteria "could" and "should" in all four language sections, when comparing the teacher expectations for the beginning first graders' performance on each language task separately and when the tasks were grouped as sections. The one exception is that section comparisons revealed a significant difference between the two teacher groups' expectations based on the criterion "should" for the listening section. This significant difference may be attributed to the stronger expressions of desirability, given by only the grade one teachers (90 percent) during interviews, for the children to be more highly trained in the listening skills before coming to grade one.

Summary

The major findings of the investigation were reported in three sections:

1. The nature of teacher expectations. The correlational results revealed a range of teacher expectations and the highest and the lowest correlations, for both kindergarten and grade one teachers, between the "could" and the "should" responses for each task and for the various tasks grouped in all four language-related skill sections.

2. Teacher expectations and pupil performance. Comparisons were made between the expectations of the two teacher groups and the

actual language performance of the beginning grade one inner-city children on each task of the four language-related skill sections. These comparisons classified the expectations of the teachers as underestimated, closely estimated, or overestimated.

3. Comparisons of teacher expectations. Comparisons between the two teacher groups' expectations for the children's actual language performance were made by taking the expectations for each task both separately and simultaneously grouped as a language section.

Briefly, the findings revealed that the kindergarten and grade one teachers showed a wide range in their expectations. Both groups showed high correlations between their responses for the various language tasks based on the "could" criterion and those based on the "should" criterion. The relationships among the "could" and the "should" responses, were found to show high correlations for only certain language tasks. There were more high correlations in the listening and speaking sections and fewer in the reading and writing sections. The two teacher groups indicated higher expectations based on the "should" criterion than they did based on the "could" criterion. With the exception of the listening section based on the "should" criterion, no significant differences were found between the expectations of the two teacher groups based on both criteria for each of the thirty-five language task items and each of the four language-related skill sections.

The fifth and the final chapter summarizes the investigation and presents conclusions and recommendations based on the findings.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is composed of three sections. The first section contains a summary of the investigation; the second the major findings and conclusions of the study; and the final one the recommendations for education and future research.

Summary

The purposes of this study were to explore the expectations of kindergarten and grade one teachers in relation to the language performance of beginning grade one pupils and to determine the discrepancies between the expectations of these two teacher groups. In order to achieve these purposes a research instrument was constructed consisting of twenty-four selected language-related skill tasks involving listening, speaking, reading, and writing. This questionnaire-type instrument was administered to thirteen kindergarten and twenty-three grade one teachers from fifteen Edmonton inner-city schools. These responding teachers were required to indicate their estimates of the percentage of the beginning grade one inner-city children who were expected to complete successfully each of these tasks, based on the two criterion measures designated as "could" and "should." The "could" criterion reflected expectations based on the teachers' view of the children's capability of successfully performing a certain task. The "should" criterion mirrored

expectations determined by the teachers' own conviction of the desirability of the children's successfully completing that particular task. This assignment was taken as an index of the teachers' expectations for the pupils' performance on the language tasks.

To determine the nature of and the discrepancies between the expectations of the two teacher groups, the correlational results were analyzed by the statistical procedure of DEST05 and the comparative findings by MULV 15.

The purpose of this study was also to assess the differences between the expectations of both teacher groups and the actual language performance of the beginning grade one inner-city children. A second phase of this investigation, thus, involved the appraisal of the actual performance of these pupils on all of the selected language tasks in relation to which the teachers had already indicated their percentage estimates of the children who could and should complete successfully. The statistical cross-tabulation was employed to analyze the comparative results. Appendix F includes a summary of all the findings on individual tasks.

Conclusions

The conclusions of this study can be summarized by reference to the seven questions which this investigation was designed to answer.

1. What is the nature of the kindergarten and grade one teachers' expectations for the beginning grade one inner-city children's performance on the selected language-related skill tasks?

Four conclusions of the study relate to this question.

a. There is a wide range in the expectations of the two teacher groups for the children's language performance on each task.

b. Both kindergarten and grade one teachers indicated higher expectations determined by their own conviction of the desirability of the children's successfully completing certain tasks than those based on their own perception of the capability of the children in successfully completing the particular tasks.

c. The kindergarten and grade one teachers agreed upon only twenty-four of thirty-five task items in all four language-related skill sections that they both could and should be performed successfully by the beginning grade one inner-city children.

d. Different tasks were correlated on each of the "could" and "should" criteria for each of the two teacher groups.

2. What are the levels of actual performance on the selected language-related skill tasks of the group of pupils who are beginning grade one in the inner-city schools?

The findings revealed that the percentages of the children who successfully completed the twenty-four language tasks varied along a wide range from 100 percent to 0 percent. The hierarchy of difficulty of the task requirements was confirmed by the very low percentage of the children who performed successfully these tasks.

3. What levels of expectation do the inner-city kindergarten teachers hold for the performance on selected language-related skill tasks of these beginning first grade inner-city pupils?

There is a wide range in the expectations of the kindergarten teachers resulting from the statistical classification of underestimates, close-estimates, and overestimates of the children's actual

performance on each of the twenty-four language tasks. Definite patterns for each of these estimates were identifiable for the different tasks.

4. What levels of expectation do the inner-city grade one teachers hold for the performance on selected language-related skill tasks of the beginning grade one inner-city pupils?

For the grade one teachers as well the data revealed a similarly wide range in their expectations resulting from the statistical classification of underestimates, close-estimates, and overestimates of the children's actual performance on each of the twenty-four language tasks. Definite patterns for each of these estimates were identifiable for the different tasks.

5. To what extent do differences exist between the expectations of inner-city kindergarten teachers and the actual performance of the beginning grade one inner-city pupils on the selected language-related skill tasks?

Two conclusions of the investigation relate to this question.

a. The kindergarten teachers made more reasonable estimates by basing the expectations on their perception of the capability of the children in successfully completing certain tasks than by basing the expectations on the desirability of the children's successfully completing the particular tasks.

b. The consistent appearance of the estimates of these kindergarten teachers in both or either of the categories of underestimates and overestimates was apparent throughout the comparisons of the teachers' expectations and the pupils' performance on each task in all four language-related skill sections.

6. To what extent do differences exist between the expectations of inner-city grade one teachers and the actual performance of the beginning grade one inner-city pupils on the selected language-related skill tasks?

Two conclusions of the study relate to this question:

a. The grade one teachers made more reasonable estimates by basing the expectations on their perception of the capability of the children in successfully completing certain tasks than by basing the expectations on the desirability of the children's successfully completing the particular tasks.

b. The consistent appearance of the estimates of these grade one teachers in both or either of the categories of underestimates and overestimates was apparent throughout the comparisons of the teachers' expectations and the pupils' performance on each task in all four language-related skill sections.

7. To what extent do differences exist between inner-city kindergarten teachers' expectation levels for the beginning first grade inner-city pupils' performance on selected language-related skill tasks and those expectation levels held by inner-city grade one teachers?

The present analysis yielded only a statistically significant difference between the expectations of the two teacher groups for the listening tasks, when compared as a section, based on the "should" criterion. This suggests that, although the kindergarten and grade one teachers revealed no significant differences in expectations for each task in the listening section, they did hold different expectations determined by their conviction of the desirability of the children's successfully completing all the listening skill tasks for the complete section. No statistically significant differences were

found between the two teacher groups' expectations, for the other three language-related skill sections and their individual tasks.

Recommendations

Implications for Education

1. Both kindergarten and grade one teachers need to become increasingly accurate in estimating certain tasks of the language potential of the beginning grade one inner-city pupils. Moreover, these two teacher groups need to make explicitly clear, both among themselves and between the groups, the expectations each of them holds for the children's language performance. It is recommended that formal meetings and conferences between kindergarten and grade one teachers be scheduled officially and carried out often. The outcomes of these meetings should result in a deliberate attempt by the two teacher groups to reach a consensus on specific language tasks that both teacher groups agree upon as the tasks that the children are capable of successfully performing when they finish kindergarten and as those the children should be able to perform successfully before moving to grade one. This consensus will help promote the continuity of language learning and instruction and of teacher expectations. In order to prepare for accurate judgments and predictions of children's language performance and for the derivation of a consensus, teachers should provide themselves with a means of noting the level of performance of children, such as a continuous anecdotal record on individual children's language performance. Also, it is recommended strongly that kindergarten and grade one teachers should cooperate in constructing instruments to assess expectations of and performance on

various language tasks in the same manner as the Teacher Expectations Survey Instrument did in this study. This type of instrument would make it possible for the teachers at both levels to describe in terms that both groups agree upon the child's expected performance or readiness and the appropriateness of specific language tasks. Furthermore, it provides the two teacher groups with an agreed baseline in appraising the children's language performance and in comparing teacher expectations to actual performance of the children and in comparing the expectations of one group of teachers with those of another group.

2. To make the transition from kindergarten to grade one smooth, modifications of both the kindergarten program and the grade one curriculum are necessary. At the kindergarten level, a sequential language program needs to be planned with more of the teacher's time and special attention devoted to the development of attentional and listening skills so as to prepare children for the more structured and more formal program in grade one. At the grade one level, the emphasis in the sequential language program including teacher-pupil interaction and classroom management and organization, at the beginning of the school year, needs to be similar to and, then, continuous from the emphasis in kindergarten so that an abrupt change for the children is avoided. The need for and desirability of a less formal grade one curriculum should be investigated.

3. Through both pre- and in-service programs, professional training of elementary teachers needs to provide sufficient work in the areas of language acquisition and development.

Implications for Further Research

It is recommended that parallel studies be made using different selected language-related skill tasks, using a larger sample, focusing on different periods of time, comparing school districts with each other, and comparing the expectations of the same teacher group at different points in time to identify possible changes in teacher expectations.

It is also suggested that a study to determine various factors related to teacher expectations for the beginning grade one inner-city children's language performance be considered as follow-up to this study. Teachers could be compared on the levels of academic preparation for language teaching to identify the possible influence of professional training on teacher expectations. The years of teaching experience could also be taken into consideration as a variable in explaining different teacher expectations.

In addition, the comparisons between expectations of teachers at primary grade levels and those of teachers at middle grade levels and between these teacher expectations and the actual performance of the primary grade children might reveal interesting results. An investigation of this type could be an initial move toward a greater understanding of the need for continuity in teacher expectations, and toward better harmony between child performance and teacher expectation. Such an investigation should expose the problems involved in the transition from one grade level to the next and then explore the means to make articulation of the various levels of education as smooth as possible.

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APPENDICES

APPENDIX A

TEACHER EXPECTATIONS SURVEY INSTRUMENT

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RESPONDENT'S PERSONAL INFORMATION

Presently teaching grade _____

Number of years teaching experience in Kindergarten in this area of the city _____

Number of years teaching experience in Kindergarten in other areas of the city _____

Number of years teaching experience in Grade One in this area of the city _____

Number of years teaching experience in Grade One in other areas of the city _____

Number of years teaching experience in other grades in this area of the city _____

Number of years teaching experience in other grades in other areas of the city _____

Educational Background:

B.Ed. _____ Year of graduation _____

M.Ed. _____ Year of graduation _____

Others _____ Year of graduation _____
(please specify)

TEACHER EXPECTATIONS SURVEY INSTRUMENT

INSTRUCTIONS

This is a list of selected language-related skill tasks that might be performed successfully by the children who have completed kindergarten and who are now beginning grade one. Based on your KNOWLEDGE and EXPERIENCE as a teacher of young children, please MAKE JUDGMENTS about the language performance of children in your area of the city who are just entering grade one (please EXCLUDE students repeating first grade and those with known speech, hearing, vision or learning problems) by estimating:

(1) THE PERCENTAGE OF THE CHILDREN who COULD complete successfully each kind of language task and

(2) THE PERCENTAGE OF THE CHILDREN who SHOULD complete successfully the same language task.

COULD

The use of the term "*could*" refers to your professional judgment that the beginning grade one children are CAPABLE of successfully performing a specific language-related skill task at their present stage of development.

SHOULD

The use of the term "*should*" refers to your professional judgment that it is DESIRABLE that the beginning grade one children successfully perform a specific language-related skill task at their present stage of development because such performance is necessary for continuing language skill development.

Please give your PERCENTAGE ESTIMATE for each task by USING THE SPECIFIED SCALE as illustrated in the following example:

EXAMPLE

TASK	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
AUDITORY DISCRIMINATION OF initial CONSONANT sounds IN SPOKEN WORDS.		
Procedure Teacher: *"Listen to these two words* (1) *road-gain. Do these two words have the same sound at the beginning?"* Teacher repeats words *"road-gain"* and pauses for child's response. *"Now do these two words have the same sound at the beginning? Listen carefully* (2) *baby-box."* Teacher repeats question for each pair: (3) *top-pan*, (4) *hand-head*.	__100% __50% __ 90% ✓40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% ✓ 60% __10% __ 0%
Expected Pupils' Responses (1) *"No,"* (2) *"Yes,"* (3) *"No,"* (4) *"Yes."*	__ unable to estimate	__ unable to estimate

The EXPECTED PUPILS' RESPONSES for this task are *"No," "Yes," "No," "Yes."* You are asked to indicate by placing a check mark (✓) in the space provided on the right side, THE PERCENTAGE OF THE CHILDREN who in your view (1) COULD and (2) SHOULD complete the task according to the EXPECTED RESPONSE. In the example the respondent felt (1) that 40% of the children USUALLY CAN complete this task successfully but (2) that 60% of the children SHOULD BE ABLE to complete it.

Please proceed in this OUTLINED MANNER for EACH task in the questionnaire. It is important that a percentage estimate is given for both Part I (COULD) and Part II (SHOULD) for each of the tasks included in the questionnaire. You are asked to complete the entire questionnaire and not to omit any of the items. If you do not have any ideas and are not confident to give a percentage estimate for a certain task please put a check mark in the space provided on the right side in front of UNABLE TO ESTIMATE.

BEGIN HERE

SECTION 1 LISTENING-RELATED SKILL TASKS	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK I AUDITORY DISCRIMINATION OF initial CONSONANT sounds IN SPOKEN WORDS.		
Procedure Teacher: *"Listen and say these two words after me mouse-man."* Teacher pauses for child's response and says, *"These two words mouse-man have the same sound /m/ at the beginning."* *"Now listen to these two words* (1) *cat-comb. Do these two words have the same sound at the beginning?"* Teacher repeats *"cat-comb"* and pauses for child's response. *"Now do these two words have the same sound at the beginning? Listen carefully* (2) *house-boat."* Teacher repeats question for each pair: (3) *pen-lap*, (4) *food-fence*.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
Expected Pupils' Responses (1) *"Yes,"* (2) *"No,"* (3) *"No,"* (4) *"Yes."*		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK II AUDITORY DISCRIMINATION OF rhyming ELEMENTS IN WORDS.		
<u>Procedure</u> Teacher: *"Listen and say these two words after me boy-toy."* Teacher pauses for child's response and says, *"These two words boy-toy have the same sound /oy/ at the end."* *"Now listen to these two words* (1) *<u>wall-fall</u>. Do these two words have the same sound at the end?"* Teacher repeats words *"wall-fall"* and pauses for child's response. *"Now do these two words have the same sound at the end? Listen carefully* (2) *<u>moon-spoon</u>."* Teacher repeats question for each pair (3) *<u>sun-clock</u>*, (4) *<u>fly-pot</u>*.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> (1) *"Yes,"* (2) *"Yes,"* (3) *"No,"* (4) *"No."*		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK III IDENTIFYING THE word segments IN SPOKEN SENTENCES		
<u>Procedure</u> Teacher: *"I'm going to say something and you say it back to me. (pause) A dog chases a cat."* Teacher pauses for child's response and says, *"I can say A dog chases a cat slowly in parts. I'll speak very slowly and stop every time I feel I can stop and I'll put a chip down for each part. Listen and watch me carefully: A . . . dog . . . chases . . . a . . . cat."* *"Now can you say <u>The boy catches a ball</u> slowly in parts and put a chip down for each part?"* Teacher repeats question for each sentence: *<u>This is my toy</u>. <u>A bird is in a cage</u>.*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> *"The . . . boy . . . catches . . . a . . . ball."* *"This . . . is . . . my . . . toy."* *"A . . . bird . . . is . . . in . . . a . . . cage."*		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK IV IDENTIFYING syllables IN SPOKEN WORDS.		
<u>Procedure</u> Teacher: *"I'm going to say something and you say it back to me. (pause) September."* Teacher pauses for child's response and says, *"I can say September slowly in parts and put a chip down for each part. Listen and watch me carefully: Sep . . . tem . . . ber."* *"Now can you say <u>Santa</u> slowly in parts and put a chip down for each part?"* Teacher repeats question for each word: *<u>children</u>, <u>holiday</u>.*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> *"San . . . ta," "chil . . . dren," "hol . . . li . . . day."*		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK V RECOGNIZING sequential relationships OF ACTIONS IN A STORY.		
<u>Procedure</u> Teacher tells this story: A dog chases a cat into the basement of a house. The boy tries to get his dog out of the basement but it won't come out. So the boy's father brings him a box of dog food to tempt the dog to come out. Finally the dog comes out to get the food and pays no more attention to the cat. Teacher presents four pictures of the story. *"Look at all these pictures and put them in the order they should be to tell the same story as I've just told you."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> Student arranges pictures of the story according to the SEQUENTIAL RELATIONSHIPS OF ACTIONS.		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK VI RECALLING detail IN A STORY.		
<u>Procedure</u> Teacher uses the four pictures of the story told in Task V which are now arranged in a correct sequence. *"Look at these pictures and listen carefully to the three things I am going to say. Then tell me <u>which one of these really happens in the story</u>."* *"The father brings some dog food." (pause)* *"The mother brings some dog food." (pause)* *"The boy hits the dog."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> *"The father brings some dog food."* Students may complete the task successfully by saying something reflecting the same content as in this expected response.		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK VII DISCRIMINATING BETWEEN CRUCIAL AND INCIDENTAL FACTS BY TELLING THE main idea OF THE STORY.		
Procedure Teacher uses the four pictures of the story told in Task V which are now arranged in a correct sequence. *"Look at these pictures and listen carefully to the three things I am going to say. Then tell me which one of these is the most important thing that happens in the story."* *"A boy is running after a dog." (pause)* *"A boy uses dog food to stop his dog from chasing the cat." (pause)* *"A dog is chasing a cat."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses *"A boy uses dog food to stop his dog from chasing the cat."* Students may complete the task successfully by saying something reflecting the same content as in this expected response.	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK VIII DRAWING A generalization FROM A STORY.		
<u>Procedure</u> Teacher uses the four pictures of the story told in Task V which are now arranged in a correct sequence. *"Look at these pictures and listen carefully to the three things I am going to say. Then tell me <u>which one of these three things you learn from this story</u>."* *"We learn that we may stop a dog from doing bad things by giving it food." (pause)* *"We learn that a boy should have a dog and a cat." (pause)* *"We learn that a dog should not chase a cat."* *"Now which one do you learn from the story?"*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> *"We learn that we may stop a dog from doing bad things by giving it food."* Students may complete the task successfully by saying something reflecting the same idea as in this expected response.		

SECTION 2 SPEAKING-RELATED SKILL TASKS	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK I IDENTIFYING CRITERIAL properties OF OBJECTS.		
Procedure Teacher presents AN APPLE. *"Tell me what this is and then tell me everything you know about it."* Teacher waits for a response. Then the teacher presents AN ALARM CLOCK and asks the same question.		
Expected Pupils' Responses The student might respond by giving ONE or MORE of the three following kinds of information. Please indicate what percentage of the students would respond in EACH MANNER.		
a. Describe objects according to the ATTRIBUTES of size, shape, color, texture, weight, or composition. e.g. *"It's juicy."* *"It looks like a ball."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
b. Describe objects according to the FUNCTION of, the action of, or the action upon the objects. e.g. *"Set the time to wake people up."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
c. Describe objects by specifying PARTS IN RELATION TO THE WHOLE. e.g. *"It has seeds inside it."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK II RECOGNIZING categories OR CLASSES OF THINGS.		
Procedure Teacher presents a set of pictures, three each of animals and food. *"Look at these pictures and put them together the way you think they would belong."* After the student finishes sorting, the teacher asks, *"Why do these belong together?"*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses Student CLASSIFIES objects and living things by sorting them into two categories and ATTACHING A PROPER NAME to each category. e.g. *"We eat them; they're food."*	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK III Comparing AND contrasting OBJECTS.		
<u>Procedure</u> Teacher presents a glove and a mitten. *"Tell me the ways these two things are <u>the same</u> and in what ways they are <u>different</u>."*	__100% __50% __ 90% __40% __ 80% __30%	__100% __50% __ 90% __40% __ 80% __30%
<u>Expected Pupils' Responses</u> Student describes BOTH similarities and differences of objects by comparing and contrasting them. e.g. *"This one is black. That one is brown. This one has more fingers (different). They are both things to put on your hands (same)."*	__ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK IV RECOGNIZING STORY sequence FROM PICTORIAL MATERIAL.		
<u>Procedure</u> Teacher presents a set of pictures of FIVE sequential stages in an event. *"These pictures tell a story. Look at all of them and <u>put them in the order they would happen in the story</u>. Find the picture which tells what happens first. Then find the one that follows the first picture. Then find the one that would tell what happens next and finally the one that comes last."* After the child arranges the pictures, the teacher asks, *"Now tell me the story of the pictures you have put together."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10%
<u>Expected Pupils' Responses</u> Student arranges the pictures according to a logical SEQUENCE of actions and describes each picture in relation to the other pictures. The logical sequence of actions is: (1) A squirrel is running past a dog that is lying down. (2) The dog starts to chase the squirrel. (3) Then	__ 0% __ unable to estimate	__ 0% __ unable to estimate

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
a boy standing in front of the house calls him. (4) The dog looks both ways. (5) Then he runs back to the boy.		
TASK V Inferring emotional reactions OF PEOPLE IN A SPECIFIC SITUATION.		
<u>Procedure</u> Teacher shows a picture of a child in a kitchen walking straight to a cookie jar on the table while the mother, standing beside the oven, is looking at the muddy footsteps the child has left on the floor. *"If you were this child how would you feel?"* Teacher waits for a response, then asks, *"If you were the mother how would you feel?"*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
<u>Expected Pupils' Responses</u> Student describes feelings of others by adopting their points of view. e.g. (child) *"I'd feel hungry."* (mother) *"I'd be mad."*		

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK VI TELLING STORY FROM PICTORIAL SITUATION.		
<u>Procedure</u> Teacher shows a picture of a boy standing and crying in front of the Superb Pet Shop. The boy is holding a dog in his arms. He is wearing shorts with both pockets turned out to show that he has nothing in them. A sign in front of the shop reads—Special Sale: Dog Food Today Only. *"Here are the signs. Let's read them to see what they say."* Teacher reads both signs in the picture to the child. *"Now you tell the story that this picture shows."*		
<u>Expected Pupils' Responses A</u> Children might tell a story revealing the following five different levels in QUALITY OF IDEAS. Please indicate what percentage of the students would respond at EACH of these levels.		

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
a. Children will express ideas concerned ONLY WITH THE CONCRETE and will not see relationship between characters and their actions. e.g. *"There is a pet shop. He is wearing shorts and he has a dog with him."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
b. Children WILL SEE RELATIONSHIP between objects and events, characters and their actions, and cause and effect but will be concerned ONLY WITH THE CONCRETE and the here and now. e.g. *"The boy wants to get dog food for his dog but he hasn't any money. He is crying."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
c. Children will see relationships as above and also INTERPRET CHARACTERS' THOUGHTS, FEELINGS, AND MOTIVES and form sensory images. e.g. *"The boy's crying. He wants to buy dog food but he doesn't have enough money. He's sad because it will be on sale for only one day."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
d. Children will express a unified idea with MORE ABSTRACT QUALITIES as well as concrete and see more complex relationships and also recognize simple character traits in the story situation. e.g. *"The boy wants to buy dog food but he does not have enough money. He's a good boy 'cause he loves his dog. But he doesn't know how to save his money for the food. He won't be able to buy any food."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
e. In addition to level d. children EVALUATE SITUATIONS and make judgements generalizing from their own experience. e.g. *"Children should learn to keep their money so, when they want to use it, they will have it."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
Expected Pupils' Responses B Children might tell a story which also reveals the following ABILITIES TO VERBALIZE IDEAS. Please indicate what percentage of the children would respond in EACH MANNER. f. Ability to FOCUS ON THE MAIN IDEA(S) of the story told and to avoid irrelevancies. e.g. *"The boy's sad. He wants to buy dog food but he doesn't have enough money."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
g. Ability to USE WORDS TO CONVEY APPROPRIATE MEANING. e.g. *"He should learn to save (instead of using keep) money to buy (instead of using get) dog food."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
h. Ability to EXPRESS RELATIONSHIPS BETWEEN IDEAS by using appropriate transitional and connective words. e.g. *"He wants to buy dog food <u>but</u> he does not have money."* *"He is sad <u>because</u> he has no money to buy dog food."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
i. Ability to USE COMPLEX SENTENCE STRUCTURES as well as a VARIETY OF SIMPLE SENTENCE FORMS. e.g. *"Once there was a boy <u>who</u> had a dog." (adjective clause)* *"A boy goes to the pet shop <u>when</u> he wants dog food." (adverbial clause)*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
j. Ability to STRUCTURE EVENTS to indicate a beginning, a middle part, and an ending. e.g. *"A boy goes to a pet shop. He wants to buy dog food. He can't buy it 'cause he has no money."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate

SECTION 3 READING-RELATED SKILL TASKS	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK I Knowledge of letter names THROUGH IDENTIFICATION OF EITHER A CAPITALIZED OR LOWER CASE LETTER FORMS IN A PRINTED WORD.		
Procedure Teacher presents a card with the words—BUY, THANK, COLD, SING, tongue, hard, five, jump—typed on it. *"Show me the letter p."* Then using similar questions the teacher asks a child to locate the letters m, o, d, i, s, t, a, g, b.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses Student points correctly to ALL TEN teacher-selected letters in either capitalized or lower case forms.	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK II VISUAL DISCRIMINATION OF correct letter order IN WORD FORMS.		
Procedure Teacher presents a card having—FUN/FNU UFN FUN NUF, MARK/MRAK KRAM RKAM MARK—typed on it. Teacher points to the first word "FUN" and then the rest of its set. *"Which one of these four words looks exactly the same as the first word?"* Then teacher uses the same procedure and question with the MARK word set.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses Student points correctly to the word FUN and MARK.	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK III RECOGNITION OF own name IN PRINT.		
Procedure Teacher presents a list of names in which there is the name of the child. *"Can you find your name among these words and point to it?*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses Student points correctly to his/her name.	__unable to estimate	__ unable to estimate

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK IV UNDERSTANDING OF directional concepts IN READING		
Procedure Teacher presents a story book and focuses on one page. *"Point to where I'd begin to read." (pause)* *"Show me which way I'd go from there." (pause)* *"Now show me where I'd look after that." (pause)* *"Where would I stop reading?"*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10%
Expected Pupils' Responses Student gives correct verbal responses or demonstrates by pointing correctly in order to reveal understanding of the directional concepts in reading.	__ 0% __ unable to estimate	__ 0% __ unable to estimate

	Percentage Estimate	Percentage Estimate
	Part I COULD (Please check only one)	Part II SHOULD (Please check only one)
TASK V RECOGNITION OF COMMON AND FAMILIAR printed signs.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
Procedure Teacher presents a card with the words—SAFEWAY, school, GO, stop, EXIT, OUT, park—typed on it. *"Can you read these words?"*		
Expected Pupils' Responses Student pronounces independently at least THREE of the seven words listed above.		

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK VI RECOGNITION OF DIFFERENT SELF-SELECTED words WHEN PRESENTED WITH THEIR VISUAL FORMS.		
Procedure Teacher: *"Tell me some words you know or can read. I'll write them as you tell them to me."* After printing each word on a card the teacher presents the words in a different order. *"Now read them to see if I wrote what you said."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Expected Pupils' Responses Student TELLS at least FIVE self-selected words and PRONOUNCES CORRECTLY ALL the words selected.	__ unable to estimate	__ unable to estimate

SECTION 4 WRITING-RELATED SKILL TASKS	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK I Writing A NUMBER OF TEACHER-SELECTED letters IN EITHER CAPITALIZED OR LOWER CASE FORMS WITHOUT A COPY.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Procedure Teacher: *"Write the letters I name—t, b, m, c, d, a, o, g, s, e."*		
Expected Pupils' Responses Student writes correctly ALL TEN of the above letters named by the teacher.	__ unable to estimate	__ unable to estimate
TASK II Writing ONE'S own GIVEN name FROM MEMORY.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Procedure Teacher: *"How do you write your name? Write it for me."*		
Expected Pupils' Responses Student WRITES a CORRECT AND RECOGNIZABLE form of his/her own name.	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK III Writing A NUMBER OF SELF-SELECTED FAMILIAR words WITHOUT COPIES.	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0%
Procedure Teacher: *"Think of the words you know and write them down. You can write as many as you want."*		
Expected Pupils' Responses Student writes correctly at least THREE self-selected words.	__ unable to estimate	__ unable to estimate

	Percentage Estimate Part I COULD (Please check only one)	Percentage Estimate Part II SHOULD (Please check only one)
TASK IV Copying A SHORT sentence.		
Procedure Teacher presents one short sentence in a clear manuscript form—My dog can jump with me. *"This says—My dog can jump with me."* Teacher points to spaces under the sentence and says, *"Let's see if you can copy it here."*	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate	__100% __50% __ 90% __40% __ 80% __30% __ 70% __20% __ 60% __10% __ 0% __ unable to estimate
Expected Pupils' Responses Student COPIES the above sentence CORRECTLY and RECOGNIZABLY.		

THE END

APPENDIX B

CORRELATIONS BETWEEN ESTIMATES OF THE KINDERGARTEN TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "COULD" CRITERION

APPENDIX B

CORRELATIONS BETWEEN ESTIMATES OF THE KINDERGARTEN TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILLS BASED ON THE "COULD" CRITERION

		Listening								Speaking															Reading						Writing			
		I	II	III	IV	V	VI	VII	VIII	I a	b	c	II	III	IV	V	VI a	b	c	d	e	f	g	h	i	j	I	II	III	IV	V	VI	I	II	III	IV
Listening	I		.78	.67	.65	.58	.50	.58	.43	-.11	.31	.16	.21	.08	.38	.20	.31	.30	.27	.28	.10	-.06	.01	.12	-.03	-.23	.08	-.31	.17	.39	.15	.27	.24	.02	.11	.51
	II			.78	.66	.65	.74	.70	.56	.26	.67	.49	.05	.37	.67	.29	.52	.63	.60	.47	.18	.18	.25	.16	-.06	-.07	.12	.02	.28	.63	.45	.56	.17	.18	.10	.47
	III				.88	.95	.87	.77	.61	.61	.67	.38	.48	-.04	.92	.96	.84	.76	.59	.78	.74	.88	.80	.63	.53	.34	.29	.12	.46	.84	.88	.62	.50	.22	.41	.36
	IV					.87	.84	.80	.64	.64	.68	.33	.44	-.08	.77	.83	.83	.22	.29	.28	.29	.40	.80	.59	.42	.23	.49	.85	.30	.54	.73	.84	.61	.36	.34	.12	.46
	V						.87	.83	.79	.41	.70	.44	.49	.26	.76	.55	.77	.22	.66	.59	.52	.66	.33	.63	.55	.33	.06	.25	.16	.32	.52	.59	.64	.25	.06	.09	.33
	VI							.57	.79	.29	.50	.38	.70	.41	.66	.51	.37	.37	.79	.43	.33	.81	.52	.56	.34	.30	.49	.04	.32	.62	.37	.44	.67	.15	.41	.32	.42
	VII								.66	.16	.62	.56	.41	.34	.73	.46	.21	.64	.69	.72	.53	.32	.44	.48	.27	-.02	.32	-.01	.19	.41	.30	.44	.33	-.05	-.00	.56
	VIII								.80	.26	.66	.66	.49	.29	.82	.68	.05	.62	.66	.64	.68	.53	.65	.61	.45	.16	.17	-.04	.28	.26	.48	.41	.07	.02	.18	.58
Speaking	Ia										.71	.49	.42	.28	.49	.52	.32	.65	.46	.27	.17	.42	.58	.07	.08	.10	.31	.36	.16	.55	.45	.47	.42	.20	.02	-.22
	b											.79	.64	.36	.74	.49	.13	.66	.53	.25	.33	.25	.60	.43	.27	-.11	.11	.08	.21	.58	.64	.21	.30	.22	.33	.25
	c												.66	.72	.86	.41	.37	.68	.64	.42	.17	.54	.36	.08	.08	.46	-.21	-.11	.14	.17	.44	.09	-.06	.19	.05	.33
	II													.73	.80	.30	.38	.86	.51	.28	.40	.39	.41	.16	.10	.36	.07	.48	.56	.43	.65	.36	.26	.64	.45	.55
	III														.43	.06	.61	.73	.69	.63	.05	.34	.19	-.20	-.01	.46	-.09	.31	.47	.28	.08	.17	-.02	.54	.11	.16
	IV															.73	.38	.86	.82	.70	.68	.48	.66	.67	.44	.44	.26	.28	.08	.49	.33	.53	.53	.02	.34	.19	.37
	V																.16	.61	.31	.57	.33	.62	.78	.79	.46	.53	.49	.33	.06	.33	.17	.46	.66	.27	.09	-.00	.22
	VIa																	.84	.71	.55	.66	-.39	.47	-.13	-.61	-.49	.50	-.03	.03	.26	.07	-.17	.59	-.20	.32	.42	.03
	b																		.71	.55	.49	.64	.66	.25	.34	.54	.19	.60	.66	.46	.53	.57	.25	.59	.20	.36
	c																			.93	.37	.33	.40	.12	.19	.11	.17	.14	.24	.30	.33	.57	.12	.16	-.08	.13
	d																				.31	.30	.31	.06	.19	.19	.24	.06	.23	.26	.26	.02	.59	.01	.05	.32	.06
	e																					.88	.80	.85	.79	.23	.26	.35	.31	.26	.57	.44	.41	.08	.58	.35
	f																						.63	.08	.31	.79	.81	.15	.18	.47	-.10	.06	.57	-.20	.30	-.17	.13
	g																							.72	.08	.85	.50	.37	.41	.40	.44	.66	.41	.44	.26	.21	.05
	h																								.72	.79	.37	.33	.21	.23	.30	.62	.07	.34	.02	.50	.32
	i																									.85	.19	.19	.51	.22	.40	.09	.25	.24	.41	-.01
	j																										-.10	.34	.56	-.21	.36	.35	-.22	.40	.39	-.08
Reading	I																											.56	.34	.65	.20	.28	.59	.27	.05	.19
	II																												.59	.55	.32	.30	.53	.63	.26	.01
	III																													.45	.15	.25	.18	.89	.52	.22
	IV																														.55	.19	.80	.45	.25	.15
	V																															.29	.54	.23	.68	.25
	VI																																.19	.06	.02	.09
Writing	I																																	.20	.31	.14
	II																																		.64	.22
	III																																			.48
	IV																																			

APPENDIX C

CORRELATIONS BETWEEN ESTIMATES OF THE GRADE ONE TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "COULD" CRITERION

APPENDIX C

CORRELATIONS BETWEEN ESTIMATES OF THE GRADE ONE TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "FINAL" CRITERION

APPENDIX D

CORRELATIONS BETWEEN ESTIMATES OF THE KINDERGARTEN TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "SHOULD" CRITERION

APPENDIX B

CORRELATIONS BETWEEN ESTIMATES OF THE KINDERGARTEN TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "SHOULD" CRITERION

		Listening								Speaking															Reading				Writing			
		I	II	III	IV	V	VI	VII	VIII	I			II	III	IV	V	VI									I	II	III	IV	V	VI	I	II	III	IV
										a	b	c					a	b	c	d	e	f	g	h	i	j										
Listening	I		.78	.61	.35	.71	.32	.49	.40	-.10	.28	.33	.25	.10	.48	.14	.07	.17	.31	.44	.17	-.05	-.03	.34	.13	.39	.46	.13	.33	.66	.03	.08	.41	.27	.41	.52
	II			.81	.76	.89	.53	.56	.49	.29	.05	.55	.63	.25	.68	.39	.13	.50	.48	.55	.44	.24	.34	.47	.19	-.09	.68	.42	.62	.78	.57	.33	.60	.49	.46	.75
	III				.91	.90	.91	.87	.75	.64	.67	.61	.47	.03	.92	.60	.12	.69	.20	-.08	.38	.85	.56	.38	.23	.07	.65	.32	.83	.64	.69	.57	.57	.59	.74	.66
	IV					.80	.82	.85	.68	.58	.59	.57	.37	.02	.82	.55	.07	.57	.42	.53	.49	.85	.60	.33	.29	.19	.73	.48	.73	.41	.71	.75	-.22	.40	.59	.52
	V						.76	.81	.80	.33	.65	.62	.64	.25	.82	.40	.03	.63	.55	.54	.63	.44	.51	.58	.37	-.01	.61	.33	.65	.71	.53	.41	.41	.49	.63	.47
	VI							.74	.74	.48	.44	.43	.55	.07	.71	.47	.01	.63	.33	.23	.61	.64	.62	.27	.32	.22	.49	.48	.80	.50	.30	.67	.20	.55	.52	.34
	VII								.87	.31	.48	.65	.28	.13	.78	.17	.12	.56	.63	.63	.64	.52	.48	.34	.49	-.10	.36	.12	.52	.38	.28	.68	-.04	.18	.69	.31
	VIII									.23	.43	.53	.33	-.01	.78	.41	-.27	.50	.45	.41	.83	.58	.61	.58	.62	-.02	.47	.04	.42	.36	.33	.47	-.06	.28	.38	.32
Speaking	Ia										.82	.80	.50	.52	.47	.39	.46	.79	.37	.20	.19	.56	.78	.12	.30	.48	.17	.48	.62	.41	.59	.21	.58	.39	.11	.36
	b											.88	.63	.61	.68	.38	.33	.82	.57	.49	.43	.45	.71	.51	.51	.34	.40	.43	.64	.72	.81	.17	.70	.53	.45	.61
	c												.44	.66	.72	.30	.52	.86	.70	.72	.44	.66	.66	.40	.56	.41	.25	.19	.57	.60	.56	.22	.47	.35	.47	.49
	II													.64	.57	.52	.19	.80	.47	.43	.49	.48	.47	.30	.14	.53	.50	.73	.70	.68	.67	.23	.66	.77	.20	.69
	III														.29	.07	.64	.77	.60	.66	.14	.27	.26	.04	.21	.53	.02	.34	.38	.47	.37	-.11	.53	.39	-.07	.33
	IV															.60	.21	.71	.43	.27	.52	.75	.56	.47	.48	.22	.63	.30	.77	.66	.59	.54	.38	.67	.77	.64
	V																-.14	.48	.17	.27	.61	.67	.70	.69	.42	.57	.89	.42	.48	.43	.38	.09	.44	.55	.20	.61
	VI																	.43	.25	.35	-.46	.32	-.03	-.37	-.19	.52	-.14	.21	.37	.19	.11	.06	.34	.13	.27	.23
	a																		.73	.60	.49	.68	.68	.26	.40	.52	.39	.54	.75	.62	.57	.31	.52	.63	.32	.55
	b																			.94	.66	.48	.50	.27	.55	.24	.37	.31	.33	.34	.18	.37	.00	.28	.12	.21
	c																				.58	.29	.43	.33	.57	.19	.54	.32	.31	.39	.16	.27	.08	.22	.09	.39
	d																					.38	.72	.66	.70	.16	.56	.35	.26	.31	.41	.36	-.03	.24	.53	.31
	e																						.68	.26	.46	.63	.55	.40	.64	.26	.41	.43	.15	.56	.34	.43
	f																							.61	.75	.64	.56	.45	.51	.39	.57	.27	.27	.44	.32	.29
	g																								.80	.25	.69	.11	.20	.52	.56	-.20	.27	.33	.57	.47
	h																									.77	.46	.08	.28	.40	.18	.27	-.13	.44	.58	-.02
	i																										.32	.61	.41	.19	.33	-.04	.20	.69	-.15	.15
Reading	I																											.45	.62	.89	.41	.21	.41	.54	.32	.72
	II																												.67	.40	.64	.47	.41	.60	-.08	.43
	III																													.77	.90	.86	.85	.93	.48	.58
	IV																														.50	.13	.77	.70	.53	.73
	V																															.11	.57	.38	.50	.71
	VI																																.23	.33	.43	.62
Writing	I																																	.43	.09	.78
	II																																		.32	.44
	III																																			.37
	IV																																			

APPENDIX E

CORRELATIONS BETWEEN ESTIMATES OF THE GRADE ONE TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "SHOULD" CRITERION

APPENDIX E

CORRELATIONS BETWEEN ESTIMATES OF THE GRADE ONE TEACHERS FOR THE VARIOUS TASKS IN FOUR LANGUAGE-RELATED SKILL SECTIONS BASED ON THE "SHOULD" CRITERION

		Listening								Speaking														Reading						Writing			
		I	II	III	IV	V	VI	VII	VIII	I			II	III	IV	V	VI																
										a	b	c					a	b	c	d	e	f	g	h	i	j	I	II	III	IV	V	VI	I	II	III	IV
Listening	I		.66	.21	.04	.52	.33	.41	.32	.34	.22	.13	.52	.19	.34	.27	.26	.36	.51	.42	.40	.14	.47	.52	-.04	-.08	.67	.59	.48	.68	.62	.71	.54	.18	.74	.41
	II			.44	.42	.52	.32	.41	.41	.11	.35	.54	.56	-.32	.39	.13	.30	.36	.40	.34	.25	.07	.31	.50	.17	.02	.46	.57	.26	.43	.36	.35	.43	.31	.49	-.03
	III				.34	.26	-.05	.22	.13	.22	.13	.28	.28	-.15	.07	.21	-.05	.38	.37	.60	.32	.58	.58	.58	.33	.51	.12	.43	.32	.28	.37	.10	.37	.49	.28	.01
	IV					.29	.08	.51	.63	-.14	-.11	.09	.33	.14	.52	-.33	.29	.50	.56	.67	.51	.34	.31	.65	.17	.45	.12	.30	.09	-.03	.08	-.19	.12	.34	.01	-.31
	V						.78	.79	.65	.20	.39	.25	.72	.48	.63	.29	.50	.55	.67	.39	.25	.14	.20	.55	.07	.38	.37	.51	.21	.42	.30	.23	.56	.08	.48	.19
	VI							.75	.61	.09	.41	.02	.75	.53	.55	.28	.79	.55	.69	.80	.53	.46	.50	.39	.67	.46	.69	.36	.49	.12	.34	.14	.02	.28	-.16	.23	.17
	VII								.54	.26	.24	.09	.66	.39	.84	.26	.39	.69	.77	.52	.45	.47	.35	.61	.51	.66	.53	.66	.22	.34	.29	.09	.65	.15	.46	-.03
	VIII									.19	.09	.09	.54	.29	.04	.07	.23	.66																	
Speaking	Ia										.22	-.04	.30	.06	.32	.65	.35	.50	.15	-.09	-.12	.14	.03	.13	.19	.21	.25	.21	.51	.29	.24	.30	.39	.37	.24	.22
	b											.76	.50	.26	.06	.33	.70	.13	.11	-.08	-.19	-.36	-.43	.01	-.01	-.03	.01	.23	.33	.13	.22	.16	.14	-.13	.04	-.24
	c												.27	.07	.04	-.02	.28	.61	.09	.13	.11	.31	.27	-.02	.27	.06	-.03	.13	.19	-.02	.33	.23	.16	-.03	.25	.22
	II													.07	.61	.34	.69	.68	.64	.51	.25	.20	.24	.59	.24	.36	.40	.71	.42	.27	.41	.10	.30	.06	.35	.12
	III													.76	.45	.21	.42	.69	.45	.28	.05	.14	-.05	.41	.60	.16	.04	.47	.21	-.05	-.10	-.37	-.14	-.10	-.03	-.18
	IV														.19		.30	.75	.82	.63	.43	.57	.32	.67	.24	.76	.49	.43	.24	.11	.30	.12	.37	.22	.37	.11
	V																.42	.55	.14	-.11	-.09	.15	-.13	.24	.13	.34	.19	.17	.29	.20	-.07	-.07	.29	.12	.21	.19
	VIa																.30	.52	.43	.24	-.09	-.05	-.14	.25	.13	.34	.31	.36	.29	.16	.09	-.10	.32	-.04	.12	.09
	b																.84		.71	.61	.37	.52	.43	.60	.59	.76	.40	.30	.34	.13	.35	-.05	.25	-.02	.34	.08
	c																			.86	.72	.56	.56	.78	.62	.76	.66	.50	.28	.33	.42	.22	.39	.04	.46	.33
	d																				.88	.68	.68	.76	.63	.77	.55	.41	.31	.32	.44	.19	.30	-.08	.52	.39
	e																					.69	.69	.76	.53	.55	.52	.36	.05	.37	.34	.31	.22	.03	.45	.44
	f																						.67	.76	.53	.63	.24	.30	-.01	.06	.08	.15	.10	.37	.19	.22
	g																							.81	.27	.36	.36	.45	.18	.44	.53	.37	.22	.27	.51	.44
	h																								.14	.53	.38	.63	.09	.38	.32	.14	.23	.33	.51	.35
	i																								.34	.73	.27	.12	.37	-.00	.21	-.06	.16	-.07	.35	.02
	j																										.43	.14	.16	.06	.17	-.07	.39	.06	.21	.16
Reading	I																											.51	.25	.67	.31	.45	.76	.21	.69	.45
	II																												.39	.61	.47	.32	.53	.46	.59	.46
	III																													.50	.65	.36	.31	-.07	.30	.01
	IV																														.44	.62	.68	.23	.70	.56
	V																															.72	.35	.05	.61	.35
	VI																																.44	.32	.62	.64
Writing	I																																	.41	.64	.37
	II																																	.32	.43
	III																																		.71
	IV																																		

APPENDIX F

SUMMARY OF THE FINDINGS ON INDIVIDUAL TASKS

SUMMARY OF THE FINDINGS ON INDIVIDUAL TASKS

The numbers on each of the tables in Appendix F correspond to the following:

1. Number of teachers who gave percentage estimates for the tasks (from Table 2).

2. Correlations between estimates based on the "could" criterion and those based on the "should" criterion for (a) kindergarten teachers and (b) grade one teachers (from Table 3).

3. Correlations between estimates of the various tasks based on the "could" criterion and correlations between those based on the "should" criterion for (a) kindergarten teachers and (b) grade one teachers when $r > .694$ (from Tables 4, 6, 8, and 10).

4. Correlations between estimates of the various tasks based on the "could" criterion and correlations between those based on the "should" criterion for (a) kindergarten teachers and (b) grade one teachers when $r < .095$ (from Tables 5, 7, 9, and 11).

5. Percentage of the beginning grade one children who completed successfully the various tasks (from Table 12).

6. Percentages of the teachers categorized according to the comparisons of their estimates of children's performance on the tasks and the actual performance of children (from Table 15).

7. Differences between the kindergarten teachers' mean estimates based on the "could" criterion and those of the grade one teachers based on the "could" criterion (from Tables 16-20).

8. Differences between the kindergarten teachers' mean estimates based on the "should" criterion and those of the grade one

teachers based on the "should" criterion (from Tables 16-20).

NOTE: The following are the abbreviations referred to in the summary:

K - Kindergarten teachers

1 - Grade one teachers

L-II - Section 1: Listening Task II

S-VIa - Section 2: Speaking Task VIa

R-I - Section 3: Reading Task I

W-IV - Section 4: Writing Task IV

C - Could

S - Should

Est. % - Percentage estimate

Und. Est. - Underestimate

Clo. Est. - Close-estimate

Ove. Est. - Overestimate

N.S. - Not statistically significant

SECTION 1. LISTENING-RELATED SKILL TASKS

Task 1. Auditory Discrimination of Initial Consontant Sounds

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers.		1. Est. % given by 22 (95.6%) teachers.	1. Est. % given by 23 (100%) teachers.
2. Between "C" and "S," r = .89		2. Between "C" and "S," r = .70	
3. with: L-II r= .78	with: L-II r= .78 L-V r= .71	3. with: L-II r= .78 L-VIII r= .71 S-II r= .71 R-II r= .76	with: R-VI r= .71 W-III r= .74
4. with: S-III r= .08 S-VIf r=-.06 S-VIg r= .01 S-VIi r=-.03 R-I r= .08 W-II r= .02	with: S-VIa r= .07 S-VIf r=-.05 S-VIg r=-.03 R-V r= .03 R-VI r= .08	with: S-Ia r=-.02 S-Ib r= .06 S-Ic r= .03 S-VIa r= .05 S-VIi r= .08 S-VIj r=-.02	with: L-IV r= .04 S-VIi r=-.04 S-VIj r=-.08
5. Performed successfully by 28.57% of the pupils			
6. Clo. Est. = 69.2% Ove. Est. = 30.8%	Clo. Est. = 30.8% Ove. Est. = 69.2%	Clo. Est. = 56.5% Ove. Est. = 39.1%	Clo. Est. = 26.1% Ove. Est. = 73.9%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task II. Auditory Discrimination of Rhyming Sounds

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .73		2. Between "C" and "S," r = .86	
3. with: L-I r= .78 L-III r= .78 L-IV r= .86 L-V r= .85 L-VI r= .74 L-VII r= .70	with: L-I r= .78 L-III r= .81 L-IV r= .76 L-V r= .89 R-IV r= .78 W-IV r= .79	3. with: L-I r= .78	
4. with: S-VIi r=-.06 S-VIj r=-.07 R-II r= .02	with: S-VIj r=-.09	4. with: S-Ia r= .00 S-VIj r=-.02 W-IV r= .06	with: S-VIf r= .07 S-VIj r= .02 W-IV r=-.02
5. Performed successfully by 39.29% of the pupils			
6. Und. Est. = 7.7% Clo. Est. = 69.2% Ove. Est. = 23.1%	Clo. Est. = 30.8% Ove. Est. = 69.2%	6. Und. Est. = 4.3% Clo. Est. = 78.3% Ove. Est. = 17.4%	Clo. Est. = 26.1% Ove. Est. = 73.9%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task III. Word Identification in Spoken Sentences

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 9 (69.2%) teachers		1. Est. % given by 18 (78.2%) teachers	1. Est. % given by 16 (69.6%) teachers
2. Between "C" and "S," r = .87		2. Between "C" and "S," r = .91	
3. with: L-II r= .78 L-IV r= .88 L-V r= .95 L-VI r= .87 L-VII r= .77 L-VIII r= .81 S-Ib r= .84 S-IV r= .92 S-V r= .96 S-VIb r= .76 S-VIe r= .74 S-VIf r= .88 S-VIg r= .80 R-V r= .88	with: L-II r= .81 L-IV r= .91 L-V r= .90 L-VI r= .91 L-VII r= .87 L-VIII r= .75 S-IV r= .92 S-VIf r= .85 R-III r= .83 W-III r= .74	3. with: S-VIf r= .72	
4. with: S-III r=-.04 S-VIa r= .04	with: S-III r= .03 S-VId r=-.08 S-VIj r= .07	4. with: S-Ib r=-.02 S-III r= .09 S-V r= .05	with: L-VI r=-.05 S-IV r= .07 W-IV r= .09
5. Performed successfully by 7.14% of the pupils			
6. Clo. Est. = 23.1% Ove. Est. = 46.2%	Clo. Est. = 7.7% Ove. Est. = 61.5%	6. Clo. Est. = 4.3% Ove. Est. = 73.9%	Ove. Est. = 69.6%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task IV. Syllable Identification in Spoken Words

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 9 (69.3%) teachers	Est. % given by 10 (76.9%) teachers	1. Est. % given by 21 (91.2%) teachers	Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .92		2. Between "C" and "S," r = .91	
3. with: L-II r= .86 L-III r= .88 L-V r= .87 L-VI r= .84 L-VII r= .80 L-VIII r= .79 S-IV r= .77 S-V r= .83 S-VIf r= .80 R-I r= .85 R-IV r= .73	with: L-II r= .76 L-III r= .91 L-V r= .80 L-VI r= .82 L-VII r= .85 S-IV r= .82 S-VIf r= .85 R-I r= .73 R-III r= .73 R-V r= .71 R-VI r= .75	3. with: S-VId r= .70	
4. with: S-III r= .08	with: S-III r= .02	4. with: S-Ia r=-.08 S-Ib r=-.08 S-Ic r= .08 S-V r= .05	with: L-I r= .04 L-VI r= .08 S-Ic r= .09 S-VIa r=-.05 R-III r= .09 R-IV r=-.00 R-V r= .08 W-III r= .01
5. Performed successfully by 50% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 46.2%	Und. Est. = 7.7% Clo. Est. = 53.8% Ove. Est. = 15.4%	6. Und. Est. = 39.1% Clo. Est. = 43.5% Ove. Est. = 8.7%	Und. Est. = 17.4% Clo. Est. = 56.5% Ove. Est. = 13.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task V. Recognition of Sequential Relationships of Actions in a Story

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .90		2. Between "C" and "S," r = .65	
3. with: L-II r= .85 L-III r= .95 L-IV r= .87 L-VI r= .80 L-VII r= .82 L-VIII r= .79 S-Ib r= .70 S-IV r= .76	with: L-I r= .71 L-II r= .89 L-III r= .90 L-IV r= .80 L-VI r= .76 L-VII r= .81 L-VIII r= .80 S-IV r= .82 R-IV r= .71	3. with: L-VI r= .71 L-VII r= .89 L-VIII r= .84 S-IV r= .77	with: L-VI r= .78 L-VII r= .79 S-II r= .72
4. with: S-VIj r= .06 W-II r= .06 W-III r= .09	with: S-VIa r= .03 S-VIj r=-.01	4. with: S-Ib r=-.02 S-VIi r= .04	with: W-II r= .08
5. Performed successfully by 53.57% of the pupils			
6. Und. Est. = 38.5% Clo. Est. = 30.8% Ove. Est. = 30.8%	Und. Est. = 15.4% Clo. Est. = 38.5% Ove. Est. = 46.2%	6. Und. Est. = 47.8% Clo. Est. = 43.5% Ove. Est. = 8.7%	Und. Est. = 17.4% Clo. Est. = 47.8% Ove. Est. = 34.8%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task VI. Recall of Detail in a Story

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .91		2. Between "C" and "S," r = .59	
3. with: L-II r= .74 L-III r= .87 L-IV r= .84 L-V r= .80 S-II r= .70 S-VIb r= .79	with: L-III r= .91 L-IV r= .82 L-V r= .76 L-VII r= .74 L-VIII r= .74 S-IV r= .71 R-III r= .80	3. with: L-V r= .71 L-VII r= .76 L-VIII r= .70 S-VIc r= .70 S-VIh r= .72	with: L-V r= .78 L-VII r= .75 S-II r= .75 S-VIa r= .70
4. with: R-I r= .04	with: S=III r= .07 S-VIa r= .01	4. with: S-Ic r= .07 R-III r=-.07 R-V r= .06 R-VI r=-.02 W-III r=-.01	with: L-III r=-.05 L-IV r= .08 S-Ia r= .09 S-Ic r= .02 S-VIi r= .07 R-VI r= .02
5. Performed successfully by 57.14% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 76.9%	Und. Est. = 15.4% Clo. Est. = 53.8% Ove. Est. = 30.8%	6. Und. Est. = 17.4% Clo. Est. = 78.3% Ove. Est. = 4.3%	Und. Est. = 4.3% Clo. Est. = 78.3% Ove. Est. = 13.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and K "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task VII. Drawing of a Main Idea from a Story

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 20 (87%) teachers	
2. Between "C" and "S," r = .89		2. Between "C" and "S," r = .84	
3. With: L-II r= .70 L-III r= .77 L-IV r= .80 L-V r= .82 L-VIII r= .89 S-IV r= .73 S-VId r= .72	with: L-III r= .87 L-IV r= .85 L-V r= .81 L-VI r= .74 L-VIII r= .87 S-IV r= .78	3. with: L-V r= .89 L-VI r= .76 L-VIII r= .98 S-IV r= .75 S-VIc r= .75 R-II r= .72	with: L-V r= .79 L-VI r= .75 L-VIII r= .94 S-IV r= .81 S-VIc r= .80
4. with: S-VIj r=-.02 R-II r=-.01 W-II r=-.05 W-III r=-.00	with: W-I r=-.04	4. with: S-Ic r= .00 S-VIa r=-.08	with: S-Ic r= .09 W-IV r= .08
5. Performed successfully by 21.43% of the pupils			
6. Und. Est. = 7.7% Clo. Est. = 76.9% Ove. Est. = 15.4%	Und. Est. = 15.4% Clo. Est. = 38.5% Ove. Est. = 46.2%	6. Und. Est. = 8.7% Clo. Est. = 52.2% Ove. Est. = 26.1%	Clo. Est. = 39.1% Ove. Est. = 47.8%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 1. LISTENING-RELATED SKILL TASKS

Task VIII. Drawing of a Generalization from a Story

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 20 (86.9%) teachers	Est. % given by 21 (91.2%) teachers
2. Between "C" and "S," r = .93		2. Between "C" and "S," r = .77	
3. with: L-III r= .81 L-IV r= .79 L-V r= .79 L-VII r= .89 S-IV r= .82	with: L-II r= .75 L-V r= .80 L-VI r= .74 L-VII r= .87 S-IV r= .78 S-VIe r= .83 W-III r= .78	3. with: L-I r= .71 L-V r= .84 L-VI r= .70 L-VII r= .98 S-IV r= .71 S-VIc r= .71	with: L-VII r= .94 S-IV r= .84 S-VIc r= .77
4. with: S-VIa r= .05 R-II r=-.04 W-I r= .07 W-II r= .02	with: S-III r=-.01 S-VIj r=-.02 R-II r= .04 W-I r=-.05	4. with: S-Ia r= .09 W-IV r= .08	with: S-Ib r= .09 S-Ic r= .09 S-V r= .07 R-VI r= .09 W-IV r=-.03
5. Performed successfully by 28.57% of the pupils			
6. Und. Est. = 15.4% Clo. Est. = 84.6%	Und. Est. = 15.4% Clo. Est. = 46.2% Ove. Est. = 38.5%	6. Und. Est. = 4.3% Clo. Est. = 73.9% Ove. Est. = 8.7%	Clo. Est. = 56.5% Ove. Est. = 34.8%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task Ia. Identification of Criterial Properties of Objects: Physical Attributes

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 22 (95.6%) teachers	
2. Between "C" and "S," r = .77		2. Between "C" and "S," r = .89	
3. with: S-Ib r= .71	with: S-Ib r= .82 S-Ic r= .80 S-VIb r= .79 S-VIg r= .72	with: R-III r= .75	with: S-V r= .85
4. with: S-VIh r= .07 S-VIi r= .08 W-III r= .02		4. with: L-I r=-.02 L-II r= .00 L-IV r=-.08 L-VIII r= .09 S-III r= .08 S-VId r=-.02 S-VIe r=-.09 S-VIg r= .06 S-VIh r=-.03	with: L-VI r= .09 S-Ic r=-.04 S-III r= .06 S-VId r=-.09 S-VIg r= .03
5. Performed successfully by 53.57% of the pupils			
6. Und. Est. = 7.7% Clo. Est. = 69.2% Ove. Est. = 23.1%	Und. Est. = 7.7% Clo. Est. = 30.8% Ove. Est. = 61.5%	6. Und. Est. = 17.4% Clo. Est. = 34.8% Ove. Est. = 43.5%	Und. Est. = 4.3% Clo. Est. = 39.1% Ove. Est. = 52.2%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task Ib. Identification of Criterial Properties of Objects: Function of, Action of or upon the Objects

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .73		2. Between "C" and "S," r = .83	
3. with: L-III r= .84 L-V r= .70 S-Ia r= .71 S-Ic r= .79 S-IV r= .74 R-V r= .84	with: S-Ia r= .80 S-Ic r= .88 S-VIb r= .82 S-VIg r= .71 R-IV r= .72 R-V r= .81 W-I r= .70	3.	with: S-Ic r= .76 S-VIa r= .70
4. with: R-II r= .08		4. with: L-I r= .06 L-III r=-.02 L-IV r=-.08 L-V r=-.02 S-III r=-.05 S-V r=-.04 R-I r=-.04 W-I r= .08 W-II r= .04 W-III r= .06	with: L-VIII r= .09 S-IV r= .06 S-VId r=-.08 S-VIh r= .01 S-VIi r=-.01 S-VIj r=-.03 R-I r= .01 W-III r= .04
5. Performed successfully by 100% of the pupils			
6. Und. Est. = 100%	Und. Est. = 76.9% Clo. Est. = 23.1%	6. Und. Est. = 95.7% Clo. Est. = 4.3%	Und. Est. = 91.3% Ove. Est. = 4.3%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task Ic. Identification of Criterial Properties of Objects: Parts-Whole Relation

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers		1. Est. % given by 22 (95.6%) teachers	1. Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .66		2. Between "C" and "S," r = .80	
3. with: S-Ib r= .79 S-III r= .72	with: S-Ia r= .80 S-Ib r= .88 S-IV r= .72 S-VIb r= .86 S-VIc r= .70 S-VId r= .72	3.	with: S-Ib r= .76
4. with: S-VIh r= .08 S-VIi r= .08 R-VI r= .09 W-I r=-.06 W-III r= .05		4. with: L-I r= .03 L-IV r= .08 L-VI r= .07 L-VII r= .00 S-V r=-.06 S-VIb r= .09 S-VIf r= .01 S-VIg r= .04 S-VIh r= .09 S-VIj r= .05 W-IV r= .02	with: L-IV r= .09 L-VI r= .02 L-VII r= .09 L-VIII r= .09 S-Ia r=-.04 S-III r= .07 S-IV r= .04 S-V r=-.02 S-VIb r= .01 S-VIc r= .09 S-VIh r=-.02 S-VIj r= .06 R-I r=-.03 R-IV r=-.02 W-II r=-.03
5. Performed successfully by 46.43% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 69.2%	Und. Est. = 15.4% Clo. Est. = 53.8% Ove. Est. = 23.1%	Und. Est. = 21.7% Clo. Est. = 52.2% Ove. Est. = 21.7%	Und. Est. = 4.3% Clo. Est. = 43.5% Ove. Est. = 39.1%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task II. Recognition of Categories of Objects

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	1. Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .75		2. Between "C" and "S," r = .83	
3. with: L-VI r= .70 S-III r= .73 S-VIb r= .86	with: S-VIb r= .80 R-II r= .73 R-III r= .70 W-II r= .77	3. with: L-I r= .71 S-VIb r= .71 R-II r= .81	with: L-V r= .72 L-VI r= .75 S-III r= .76 R-II r= .71
4. with: R-I r= .07		4.	with: W-II r= .06
5. Performed successfully by 60.71% of the pupils			
6. Und. Est. = 15.4% Clo. Est. = 69.2% Ove. Est. = 15.4%	Clo. Est. = 53.8% Ove. Est. = 46.2%	Und. Est. = 8.7% Clo. Est. = 78.3% Ove. Est. = 13.0%	Und. Est. = 4.3% Clo. Est. = 52.3% Ove. Est. = 39.1%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task III. Comparison and Contrasting of Objects

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	1. Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .83		2. Between "C" and "S," r = .70	
3. with: S-Ic r= .72 S-II r= .73 S-VIb r= .73	with: S-VIb r= .77	3.	with: S-II r= .76
4. with: L-I r= .08 L-III r=-.04 L-IV r= .08 S-V r= .06 S-VIe r= .05 S-VIi r=-.01 R-I r=-.09 R-V r= .08 W-I r=-.02	with: L-III r= .03 L-IV r= .02 L-VI r= .07 L-VIII r=-.01 S-V r= .07 S-VIh r= .04 R-I r= .02 W-III r=-.07	4. with: L-III r= .09 S-Ia r= .08 S-Ib r=-.05 S-VIa r= .06 W-I r=-.04 W-II r= .05 W-III r= .00 W-IV r=-.06	with: S-Ia r= .06 S-Ic r= .07 S-VIe r= .05 S-VIg r=-.05 R-I r= .04 R-IV r=-.05 W-III r=-.03
5. Performed successfully by 78.57% of the pupils			
6. Und. Est. = 53.8% Clo. Est. = 46.2%	Und. Est. = 38.5% Clo. Est. = 38.5% Ove. Est. = 23.1%	Und. Est. = 34.8% Clo. Est. = 65.2%	Und. Est. = 13.0% Clo. Est. = 73.9% Ove. Est. = 8.7%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task IV. Recognition of Story Sequence from Pictorial Material

Kindergarten		Grade One	
Could	**Should**	**Could**	**Should**
1. Est. % given by 13 (100%) teachers		1. Est. % given by 22 (95.6%) teachers	1. Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .84		2. Between "C" and "S," r = .74	
3. with: L-III r= .92 L-IV r= .77 L-V r= .76 L-VII r= .73 L-VIII r= .82 S-Ib r= .74 S-V r= .73 S-VIb r= .82 S-VIc r= .70	with: L-III r= .92 L-IV r= .82 L-V r= .82 L-VI r= .71 L-VII r= .78 L-VIII r= .78 S-Ic r= .72 S-VIb r= .71 S-VIf r= .75 R-III r= .77 W-III r= .77	3. with: L-V r= .77 L-VII r= .75 L-VIII r= .71 S-VIb r= .86 S-VIc r= .84 S-VId r= .71 S-VIh r= .75	with: L-VII r= .81 L-VIII r= .84 S-VIb r= .75 S-VIc r= .82 S-VIj r= .76
4. with: R-II r= .08 W-I r= .02		4.	with: L-III r= .07 S-Ib r= .06 S-Ic r= .04
5. Performed successfully by 3.57% of the pupils			
6. Clo. Est. = 23.1% Ove. Est. = 76.9%	Clo. Est. = 7.7% Ove. Est. = 92.3%	Clo. Est. = 13.0% Ove. Est. = 82.6%	Clo. Est. = 4.3% Ove. Est. = 82.6%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task V. Inference of Emotional Reactions of People in a Specific Situation

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .65		2. Between "C" and "S," r = .57	
3. with: L-III r= .96 L-IV r= .83 S-IV r= .73 S-VIf r= .78 S-VIg r= .79	with: S-VIg r= .70 R-I r= .89	3.	with: S-Ia r= .85
4. with: S-III r= .06 R-II r= .06 W-II r= .09 W-III r=-.00	with: S-III r= .07 R-VI r= .09	4. with: L-III r= .05 L-IV r= .05 S-Ib r=-.04 S-Ic r=-.06 S-VIe r= .07 S-VIi r=-.04	with: L-VIII r= .07 S-Ic r=-.02 S-VIe r=-.09 R-V r=-.07 R-VI r=-.07
5. Performed successfully by 82.14% of the pupils			
6. Und. Est. = 53.8% Clo. Est. = 46.2%	Und. Est. = 23.1% Clo. Est. = 69.2%	Und. Est. = 56.5% Clo. Est. = 43.5%	Und. Est. = 26.1% Clo. Est. = 73.9%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIa. Storytelling: Quality of Ideas—Concrete Idea; Cannot see Relationship between Characters and Their Actions

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 11 (84.6%) teachers		1. Est. % given by 23 (100%) teachers	Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .63		2. Between "C" and "S," r = .63	
3.		3.	with: L-VI r= .70 S-Ib r= .70
4. with: L-III r= .04 L-VIII r= .05 R-I r=-.03 R-II r= .03 R-IV r= .07 W-IV r= .03	with: L-I r= .07 L-V r= .03 L-VI r= .01 S-VIg r=-.03 R-VI r= .06	4. with: L-I r= .05 L-VII r=-.08 L-VIII r=-.09 S-III r= .06 S-VId r=-.08 S-VIe r= .04 S-VIf r=-.02 S-VIg r=-.02 R-I r= .06 R-VI r=-.08 W-III r=-.02 W-IV r= .06	with: L-IV r=-.05 S-VIe r=-.09 S-VIf r=-.05 R-V r= .09 W-II r=-.04 W-IV r= .09
5. Performed successfully by 17.86% of the pupils			
6. Clo. Est. = 15.4% Ove. Est. = 69.2%	Clo. Est. = 7.7% Ove. Est. = 76.9%	Clo. Est. = 8.7% Ove. Est. = 91.3%	Clo. Est. = 4.3% Ove. Est. = 91.3%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIb. Storytelling: Quality of Ideas—Concrete Idea; Can See Relationship of Characters and Their Actions

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	Est. % given by 22 (95.6%) teachers
2. Between "C" and "S," r = .78		2. Between "C" and "S," r = .72	
3. with: L-III r= .76 L-VI r= .79 S-II r= .86 S-III r= .73 S-IV r= .82 S-VIc r= .71	with: S-Ia r= .79 S-Ib r= .82 S-Ic r= .86 S-II r= .80 S-III r= .77 S-IV r= .71 S-VIc r= .73 R-III r= .75	3. with: S-II r= .71 S-IV r= .86 S-VIc r= .79 S-VId r= .72 S-VIh r= .73	with: S-IV r= .75 S-VIc r= .71 S-VIj r= .76
4.		4. with: S-Ic r= .09	with: S-Ic r= .01 R-VI r=-.05 W-II r=-.02 W-IV r= .08
5. Performed successfully by 46.43% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 53.8% Ove. Est. = 23.1%	Und. Est. = 7.7% Clo. Est. = 23.1% Ove. Est. = 69.2%	6. Und. Est. = 21.7% Clo. Est. = 60.9% Ove. Est. = 17.4%	Clo. Est. = 56.5% Ove. Est. = 39.1%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIc. Storytelling: Quality of Ideas—Interpret Characters' Thoughts, Feelings and Motives

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 22 (95.6%) teachers	Est. % given by 21 (91.2%) teachers
2. Between "C" and "S," r = .90		2. Between "C" and "S," r = .80	
3. with: S-IV r= .70 S-VIb r= .71 S-VId r= .93	with: S-Ic r= .70 S-VIb r= .73 S-VId r= .94	3. with: L-VI r= .70 L-VII r= .75 L-VIII r= .71 S-IV r= .84 S-VIb r= .79 S-VId r= .87 S-VIe r= .73 S-VIf r= .70 S-VIh r= .88 R-II r= .74	with: L-VII r= .80 L-VIII r= .77 S-IV r= .82 S-VIb r= .71 S-VId r= .86 S-VIe r= .72 S-VIh r= .78 S-VIj r= .76
4. with: W-III r=-.08	with: W-I r= .00		with: S-Ic r= .09 W-II r= .04
5. Performed successfully by 32.14% of the pupils			
6. Und. Est. = 30.8% Clo. Est. = 61.5% Ove. Est. = 7.7%	Clo. Est. = 76.9% Ove. Est. = 15.4%	Und. Est. = 13.0% Clo. Est. = 69.6% Ove. Est. = 13.0%	Und. Est. = 4.3% Clo. Est. = 56.5% Ove. Est. = 30.4%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VId. Storytelling: Quality of Ideas—A Unified Idea with More Abstract Qualities

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers	Est. % given by 11 (84.6%) teachers	1. Est. % given by 20 (87%) teachers	Est. % given by 18 (78.3%) teachers
2. Between "C" and "S," r = .92		2. Between "C" and "S," r = .68	
3. with: L-VII r= .72 S-VIc r= .93	with: S-Ic r= .72 S-VIc r= .94	3. With: L-IV r= .70 S-IV r= .71 S-VIb r= .72 S-VIc r= .87 S-VIe r= .89 S-VIg r= .87 S-VIh r= .88	with: S-VIc r= .86 S-VIe r= .85 S-VIh r= .76 S=VIj r= .77
4. with: S-VIh r= .05 R-II r= .06 R-V r= .02 W-I r= .01 W-II r= .05 W-IV r= .06	with: L-III r=-.08 W-I r= .08 W-III r= .09	4. with: S-Ia r=-.02 S-VIa r=-.08	with: S-Ia r=-.09 S-Ib r=-.08 W-II r=-.08
5. Performed successfully by 0% of the pupils			
6. Clo. Est. = 53.8% Ove. Est. = 38.5%	Clo. Est. = 23.1% Ove. Est. = 61.5%	6. Clo. Est. = 39.1% Ove. Est. = 47.8%	Clo. Est. = 8.7% Ove. Est. = 69.6%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIe. Storytelling: Quality of Ideas—Evaluate Situations and Make Judgments

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers		1. Est. % given by 20 (87%) teachers	
2. Between "C" and "S," r = .86		2. Between "C" and "S," r = .61	
3. with: L-III r= .74 S-VIg r= .80 S-VIh r= .85 S-VIi r= .79	with: L-VIII r= .83 S-VIg r= .72 S-VIi r= .70	3. with: S-VIc r= .73 S-VId r= .89 S-VIg r= .91 S-VIh r= .85	with: S-VIc r= .72 S-VId r= .85 S-VIh r= .76
4. with: S-III r= .05 W-II r= .08	with: W-I r=-.03	4. with: S-Ia r=-.09 S-V r= .07 S-VIa r= .04	with: S-III r= .05 S-V r=-.09 S-VIa r=-.09 R-III r= .05 W-II r= .03
5. Performed successfully by 3.57% of the pupils			
6. Clo. Est. = 76.9% Ove. Est. = 15.4%	Clo. Est. = 69.2% Ove. Est. = 23.1%	6. Clo. Est. = 69.6% Ove. Est. = 17.4%	Clo. Est. = 65.2% Ove. Est. = 21.7%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIf. Storytelling: Abilities to Verbalize Ideas—Focus on the Main Idea

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 22 (95.6%) teachers	Est. % given by 21 (91.2%) teachers
2. Between "C" and "S," r = .85		2. Between "C" and "S," r = .89	
3. with: L-III r= .88 L-IV r= .80 S-V r= .78 S-VIJ r= .81	with: L-III r= .85 L-IV r= .85 S-IV r= .75	3. with: L-III r= .72 S-VIc r= .70 S-VIh r= .77 S-VIj r= .70	with: S-VIh r= .76
4. with: L-I r=-.06 S-VIh r= .05 R-V r= .06	with: L-I r=-.05	4. with: S-Ic r= .01 S-VIa r=-.02	with: L-II r= .07 S-VIa r=-.05 R-III r=-.01 R-IV r= .06 R-V r= .08
5. Performed successfully by 17.86% of the pupils			
6. Clo. Est. = 46.2% Ove. Est. = 53.8%	Clo. Est. = 15.4% Ove. Est. = 84.6%	6. Clo. Est. = 43.5% Ove. Est. = 52.2%	Clo. Est. = 21.7% Ove. Est. = 69.6%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIg. Storytelling: Abilities to Verbalize Ideas—Use Words to Convey Appropriate Meaning

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 20 (87%) teachers	Ext. % given by 19 (82.5%) teachers
2. Between "C" and "S," r = .90		2. Between "C" and "S," r = .91	
3. with: L-III r= .80 S-V r= .79 S-VIe r= .80 S-VIh r= .72 S-VIi r= .79	with: S-Ia r= .72 S-Ib r= .71 S-V r= .70 S-VIe r= .72 S-VIi r= .75	3. with: S-VId r= .87 S-VIe r= .91 S-VIh r= .84	with: S-VIh r= .81
4. with: L-I r= .01 W-IV r= .05	with: L-I r=-.03 S-VIa r=-.03	4. with: S-Ia r= .06 S-Ic r= .04 S-VIa r=-.02	with: S-Ia r= .03 S-III r=-.05
5. Performed successfully by 39.29% of the pupils			
6. Und. Est. = 38.5% Clo. Est. = 53.8% Ove. Est. = 7.7%	Und. Est. = 23.1% Clo. Est. = 61.5% Ove. Est. = 15.4%	6. Und. Est. = 56.5% Clo. Est. = 26.1% Ove. Est. = 4.3%	Und. Est. = 21.7% Clo. Est. = 56.5% Ove. Est. = 4.3%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIh. Storytelling: Abilities to Verbalize Ideas—Use Appropriate Transitional and Connective Words

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 22 (95.6%) teachers	Est. % given by 21 (91.3%) teachers
2. Between "C" and "S," r = .82		2. Between "C" and "S," r = .93	
3. with: S-VIe r= .85 S-VIg r= .72 S-VIi r= .85	with: S-VIi r= .80	3. with: L-VI r= .72 S-IV r= .75 S-VIb r= .73 S-VIc r= .88 S-VId r= .88 S-VIe r= .85 S-VIf r= .77 S-VIg r= .84 R-II r= .72	with: S-VIc r= .78 S-VId r= .76 S-VIe r= .76 S-VIf r= .76 S-VIg r= .81
4. with: S-Ia r= .07 S-Ic r= .08 S-VId r= .05 S-VIf r= .05 R-VI r= .07 W-II r= .02	with: S-III r= .04	4. with: S-Ia r=-.03 S-Ic r= .09	with: S-Ib r= .01 S-Ic r=-.02 R-III r= .09
5. Performed successfully by 78.57% of the pupils			
6. Und. Est. = 92.3% Clo. Est. = 7.7%	Und. Est. = 53.8% Clo. Est. = 38.5%	6. Und. Est. = 87.0% Clo. Est. = 4.3% Ove. Est. = 4.3%	Und. Est. = 73.9% Clo. Est. = 8.7% Ove. Est. = 8.7%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIi. Storytelling: Abilities to Verbalize Ideas—Use Complex Sentence Structures as well as a Variety of Simple Sentence Forms

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers	Est. % given by 11 (84.6%) teachers	1. Est. % given by 20 (87%) teachers	Est. % given by 18 (78.3%) teachers
2. Between "C" and "S," r = .82		2. Between "C" and "S," r = .48	
3. with: S-VIe r= .79 S-VIg r= .79 S-VIh r= .85	with: S-VIe r= .70 S-VIg r= .75 S-VIh r= .80 S-VIj r= .77	3.	with: S-VIj r= .73
4. with: L-I r=-.03 L-II r=-.06 S-Ia r= .08 S-Ic r= .08 S-III r=-.01 R-VI r= .09 W-IV r=-.01	with: R-II r= .08 W-IV r=-.02	4. with: L-I r= .08 L-V r= .04 S-V r=-.04 W-IV r= .02	with: L-I r=-.04 L-VI r= .07 S-Ib r=-.01 R-IV r=-.00 R-VI r=-.06 W-II r=-.07 W-IV r= .02
5. Performed successfully by 10.71% of the pupils			
6. Clo. Est. = 61.5% Ove. Est. = 30.8%	Clo. Est. = 30.8% Ove. Est. = 53.8%	6. Clo. Est. = 87.0%	Clo. Est. = 43.5% Ove. Est. = 34.8%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 2. SPEAKING-RELATED SKILL TASKS

Task VIj. Storytelling: Abilities to Verbalize Ideas—Structure Events

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers		1. Est. % given by 22 (95.6%) teachers	Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .64		2. Between "C" and "S," r = .75	
3. with: S-VIf r= .81	with: S-VIi r= .77	3. with: S-VIf r= .70	with: S-IV r= .76 S-VIb r= .76 S-VIc r= .76 S-VId r= .77 S-VIi r= .73
4. with: L-II r=-.07 L-V r= .06 L-VII r=-.02 W-IV r=-.08	with: L-II r=-.09 L-III r= .07 L-V r=-.01 L-VIII r=-.02 R-VI r=-.04	4. with: L-I r=-.02 L-II r=-.02 S-Ic r= .05 R-VI r= .04 W-III r=-.08	with: L-I r=-.08 L-II r= .02 S-Ib r=-.03 S-Ic r= .06 R-IV r= .05 R-VI r=-.07 W-II r= .05
5. Performed successfully by 0% of the pupils			
6. Ove. Est. = 92.3%	Ove. Est. = 92.3%	6. Clo. Est. = 13.0% Ove. Est. = 82.6%	Ove. Est. = 87.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task I. Knowledge of Letter Names

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .89		2. Between "C" and "S," r = .57	
3. with: L-IV r= .85	with: L-IV r= .73 S-V r= .89 W-IV r= .72	3. with: W-I r= .74	with: W-I r= .76
4. with: L-I r= .08 L-VI r= .04 S-II r= .07 S-III r=-.09 S-VIa r=-.03 W-III r= .05	with: S-III r= .02	4. with: S-Ib r=-.04 S-VIa r= .06	with: S-Ib r= .01 S-Ic r=-.03 S-III r= .04
5. Performed successfully by 10.71% of the pupils			
6. Clo. Est. = 38.5% Ove. Est. = 61.5%	Clo. Est. = 7.7% Ove. Est. = 84.6%	6. Clo. Est. = 26.1% Ove. Est. = 73.9%	Clo. Est. = 13.0% Ove. Est. = 87.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task II. Visual Discrimination of Correct Letter Order in Word Forms

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .95		2. Between "C" and "S," r = .85	
3.	with: S-II r= .73	3. with: L-I r= .76 L-VII r= .72 S-II r= .81 S-VIc r= .74 S-VIh r= .72	with: S-II r= .71
4. with: L-II r= .02 L-VII r=-.01 L-VIII r=-.04 S-Ib r= .08 S-IV r= .08 S-V r= .06 S-VIa r= .03 S-VId r= .06 W-IV r= .01	with: L-VIII r= .04 S-VIi r= .08 W-III r=-.00		
5. Performed successfully by 53.57% of the pupils			
6. Und. Est. = 46.2% Clo. Est. = 46.2% Ove. Est. = 7.7%	Und. Est. = 30.8% Clo. Est. = 46.2% Ove. Est. = 23.1%	6. Und. Est. = 13.0% Clo. Est. = 60.9% Ove. Est. = 26.1%	Und. Est. = 4.3% Clo. Est. = 43.5% Ove. Est. = 52.2%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task III. Recognition of Own Name in Print

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 22 (95.7%) teachers	
2. Between "C" and "S," r = .84		2. Between "C" and "S," r = .63	
3. with: W-II r= .89	with: L-III r= .83 L-IV r= .73 L-VI r= .80 S-II r= .70 S-IV r= .77 S-VIb r= .75 R-IV r= .77 W-II r= .93	3. with: S-Ia r= .75 R-IV r= .78	
4.		4. with: L-VI r=-.07	with: L-IV r= .09 S-VIe r= .05 S-VIf r=-.01 S-VIh r= .09 W-II r=-.07 W-IV r= .01
5. Performed successfully by 92.86% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 76.9%	Und. Est. = 15.4% Clo. Est. = 84.6%	6. Und. Est. = 26.1% Clo. Est. = 69.6%	Und. Est. = 8.7% Clo. Est. = 87.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task IV. Understanding of Directional Concepts in Reading

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers	Est. % given by 13 (100%) teachers	1. Est. % given by 23 (100%) teachers	Est. % given by 22 (95.7%) teachers
2. Between "C" and "S," r = .80		2. Between "C" and "S," r = .76	
3. with: L-IV r= .73 W-I r= .80	with: L-II r= .78 L-V r= .71 S-Ib r= .72 R-III r= .77 W-I r= .77 W-II r= .70 W-IV r= .73	3. with: R-III r= .78	with: W-III r= .70
4. with: S-VIa r= .07		4.	with: L-IV r=-.00 S-Ic r=-.02 S-III r=-.05 S-VIf r= .06 S-VIi r=-.00 S-VIj r= .05
5. Performed successfully by 64.29% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 69.2%	Und. Est. = 7.7% Clo. Est. = 30.8% Ove. Est. = 61.5%	6. Und. Est. = 26.1% Clo. Est. = 69.6% Ove. Est. = 4.3%	Und. Est. = 17.4% Clo. Est. = 34.8% Ove. Est. = 43.5%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task V. Recognition of Common and Familiar Printed Signs

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers		1. Est. % given by 21 (91.2%) teachers	Est. % given by 19 (82.5%) teachers
2. Between "C" and "S," r = .51		2. Between "C" and "S," r = .63	
3. with: L-III r= .88 S-Ib r= .84	with: L-IV r= .71 S-Ib r= .81 W-IV r= .71	3.	with: R-VI r= .72
4. with: S-III r= .08 S-VId r= .02 S-VIf r= .06	with: L-I r= .03	4. with: L-VI r= .06	with: L-IV r= .08 S-V r=-.07 S-VIa r= .09 S-VIb r= .08 W-II r= .05
5. Performed successfully by 10.71% of the pupils			
6. Clo. Est. = 30.8% Ove. Est. = 61.5%	Clo. Est. = 15.4% Ove. Est. = 76.9%	6. Clo. Est. = 43.5% Ove. Est. = 47.8%	Clo. Est. = 17.4% Ove. Est. = 65.2%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 3. READING-RELATED SKILL TASKS

Task VI. Recognition of Self-Selected Words

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 11 (84.6%) teachers		1. Est. % given by 21 (91.2%) teachers	Est. % given by 19 (82.5%) teachers
2. Between "C" and "S," r = .85		2. Between "C" and "S," r = .92	
3.	with: L-IV r= .75	3. with: W-III r= .80	with: L-I r= .71 R-V r= .72
4. with: S-Ic r= .09 S-VIh r= .07 S-VIi r= .09 W-II r= .06 W-III r= .02 W-IV r= .09	with: L-I r= .08 S-V r= .09 S-VIa r= .06 S-VIj r=-.04 W-IV r= .00	4. with: L-VI r=-.02 S-VIa r=-.08 S-VIj r= .04	with: L-VI r= .02 L-VIII r= .09 S-V r=-.07 S-VIb r=-.05 S-VIi r=-.06 S-VIj r=-.07
5. Performed successfully by 25 % of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 61.5%	Und. Est. = 15.4% Clo. Est. = 53.8% Ove. Est. = 15.4%	6. Und. Est. = 30.4% Clo. Est. = 39.1% Ove. Est. = 21.7%	Und. Est. = 13.0% Clo. Est. = 39.1% Ove. Est. = 30.4%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 4. WRITING-RELATED SKILL TASKS

Task I. Writing of Teacher-Selected Letters

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 12 (92.3%) teachers		1. Est. % given by 22 (95.7%) teachers	Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .68		2. Between "C" and "S," r = .71	
3. with: R-IV r= .80	with: S-Ib r= .70 R-IV r= .77 W-IV r= .78	3. with: R-I r= .74 W-II r= .76	with: R-I r=.76
4. with: L-VIII r= .07 S-Ic r=-.06 S-III r=-.02 S-IV r= .02 S-VId r= .01	with: L-VII r=-.04 L-VIII r=-.05 S-VIc r= .00 S-VId r= .08 S-VIe r=-.03 W-III r= .09	4. with: S-Ib r= .08 S-III r=-.04	
5. Performed successfully by 14.29% of the pupils			
6. Clo. Est. = 61.5% Ove. Est. = 30.8%	Clo. Est. = 38.5% Ove. Est. = 53.8%	6. Clo. Est. = 43.5% Ove. Est. = 52.2%	Clo. Est. = 21.7% Ove. Est. = 65.2%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 4. WRITING-RELATED SKILL TASKS

Task II. Writing of Own Given Name

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 23 (100%) teachers	
2. Between "C" and "S," r = .81		2. Between "C" and "S," r = .89	
3. with: R-III r= .89	with: S-II r= .77 R-III r= .93 R-IV r= .70	3. with: W-I r= .76	
4. with: L-I r= .02 L-V r= .06 L-VII r=-.05 L-VIII r= .02 S-V r= .09 S-VId r= .05 S-VIe r= .08 S-VIh r= .02 R-VI r= .06		4. with: S-Ib r= .04 S-III r= .05	with: L-V r= .08 S-Ic r=-.03 S-II r= .06 S-VIa r=-.04 S-VIb r=-.02 S-VIc r= .04 S-VId r=-.08 S-VIe r= .03 S-VIi r=-.07 S-VIj r= .05 R-III r=-.07 R-V r= .05
5. Performed successfully by 75% of the pupils			
6. Und. Est. = 23.1% Clo. Est. = 69.2% Ove. Est. = 7.7%	Und. Est. = 7.7% Clo. Est. = 30.8% Ove. Est. = 53.8%	6. Und. Est. = 17.4% Clo. Est. = 69.6% Ove. Est. = 13.0%	Und. Est. = 13.0% Clo. Est. = 21.7% Ove. Est. = 65.2%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 4. WRITING-RELATED SKILL TASKS

Task III. Writing of Self-Selected Familiar Words

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 11 (84.6%) teachers	Est. % given by 12 (92.3%) teachers	1. Est. % given by 22 (95.7%) teachers	Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .57		2. Between "C" and "S," r = .63	
3.	with: L-III r= .74 L-VIII r= .78 S-IV r= .77	3. with: R-VI r= .80	with: L-I r= .74 R-IV r= .70 W-IV r= .71
4. with: L-V r= .09 L-VII r=-.00 S-Ia r= .02 S-Ic r= .05 S-V r=-.00 S-VIc r=-.08 R-I r= .05 R-VI r= .02	with: S-III r=-.07 S-VId r= .09 R-II r=-.00 W-I r= .09	4. with: L-VI r=-.01 S-Ib r= .06 S-III r= .00 S-VIa r=-.02 S-VIj r=-.08	with: L-IV r= .01 S-Ib r= .04 S-III r=-.03
5. Performed successfully by 10.71% of the pupils			
6. Clo. Est. = 69.2% Ove. Est. = 15.4%	Clo. Est. = 46.2% Ove. Est. = 46.2%	6. Clo. Est. = 69.6% Ove. Est. = 26.1%	Clo. Est. = 39.1% Ove. Est. = 47.8%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			

SECTION 4. WRITING-RELATED SKILL TASKS

Task IV. Copying of a Short Sentence

Kindergarten		Grade One	
Could	Should	Could	Should
1. Est. % given by 13 (100%) teachers		1. Est. % given by 21 (91.2%) teachers	Est. % given by 20 (87%) teachers
2. Between "C" and "S," r = .63		2. Between "C" and "S," r = .96	
3.	with: L-II r= .79 R-I r= .72 R-IV r= .73 R-V r= .71 W-I r= .78	3.	with: W-III r= .71
4. with: S-VIa r= .03 S-VId r= .06 S-VIg r= .05 S-VIi r=-.01 S-VIj r=-.08 R-II r= .01 R-VI r= .09	with: S-VIi r=-.02 R-VI r= .00	4. with: L-II r= .06 L-VIII r= .08 S-Ic r= .02 S-III r=-.06 S-VIa r= .06 S-VIi r= .02	with: L-II r=-.02 L-III r= .09 L-VII r= .08 L-VIII r=-.03 S-VIa r= .09 S-VIb r= .08 S-VIi r= .02 R-III r= .01
5. Performed successfully by 64.29% of the pupils			
6. Und. Est. = 84.6% Clo. Est. = 15.4%	Und. Est. = 38.5% Clo. Est. = 46.2% Ove. Est. = 15.4%	6. Und. Est. = 65.2% Clo. Est. = 21.7% Ove. Est. = 4.3%	Und. Est. = 47.8% Clo. Est. = 26.1% Ove. Est. = 13.0%
7. Differences between K "C" and 1 "C" = N.S.			
8. Differences between K "S" and 1 "S" = N.S.			